

UCCB Wins First Agreement

THE picket lines came down on March 17 when the members of UCCB's faculty association voted 75% in favour of accepting a four-year agreement.

After almost four years of bargaining and a strike lasting five weeks, members of the Faculty Association of University Teachers (FAUT) finally have a first collective agreement.

The agreement, effective July 1, 1998, gives the members of the bargaining unit a one-time lump sum payment of \$3,500 (less required deductions) and a 20 per cent salary increase over the life of the contract. The university has also agreed to reimburse the union for premium payments on benefits during the strike.

"We were able to win this struggle because of remarkable solidarity and determination of our members," said Micheal Manson, president of FAUT. "I cannot tell you the importance of the tremendous support from faculty associations across the country and CAUT. It was vital to our victory."

The association won new rights against layoffs and dismissals, and contract language that provides a full grievance and arbitration venue for denial of tenure and promotion. The right to due process was a key demand of the union during the labour dispute.

"There are some very good protections in the contract that we didn't have before," said Manson. "We have finally won job security and fairness in arbitration procedures that are standard at universities across the country."

Four weeks into the strike, conciliation talks failed when the UCCB administration broke off negotiations. In a final attempt at settlement, mediator Milton Venoit was appointed by the provincial government. Mediation began on March 14 and continued virtually around the clock until mid-day on March 17.

Manson credits the assistance of Venoit in bringing an end to the impasse. "It was a hard five weeks but we're delighted with the results."

Highlights of the contract include clauses on tuition fee benefits, faculty teaching workload, working conditions, and protection of intellectual property. The parties have agreed to establish a joint committee to develop recommendations on distance education and technologically mediated courses. ■

Settlement at Moncton



Université de Moncton — CAUT Defence Fund representatives present cheque to ABPPUM President Greg Allain (centre).

Member solidarity remarkable during difficult strike.

MONCTON's faculty and librarians ratified a new agreement on April 6 after five weeks on the picket line. They won a salary increase of just under 15 per cent over four years, starting in July 1999, as well as a commitment to parity with anglophone New Brunswick universities by 2006.

"We have made real progress toward a better contract," said Julien Chiasson, chief négociator for the Association des bibliothécaires et des professeures et professeurs de l'Université de Moncton (ABPPUM). "We are positioned well for even more gains next time."

"This was one of the half dozen longest strikes in Canadian university history," said Greg Allain, president of ABPPUM. "Our members displayed remarkable determination and solidarity in the face of incredible pressure from the administration and the government. We are proud that we stood together for 36 days with almost 100 per cent participation from our members throughout."

In the final days of negotiations, the government made known it had back-to-work legislation ready to introduce and had even scheduled a special Saturday sitting of the legislature so that the bill could be passed before April 10.

The faculty association stood firm for its demands nevertheless. In addition to salary, ABPPUM won the right to name members to two vital university committees considering restructuring of the academic program of the university and restructuring of the university's administration.

It also won, for the first time, a professional development reimbursement fund for its members.

Parity with New Brunswick's anglophone universities was accepted in a letter of understanding. It calls for the establishment of a committee to determine how to achieve parity and sets a deadline of no later than June 30, 2006, for reaching the goal of parity.

ABPPUM also won a change to the structure of the salary scale so that it is similar to the New Brunswick anglophone universities. "This will make it easier to compare the differences and assure that we actually achieve parity," Chiasson said.

CAUT President Bill Graham complimented the rank-and-file members whose resolve on the line was remarkable in very difficult circumstances.

On several occasions during the strike, CAUT Defence Fund representatives arranged for faculty from across the country to join their Moncton colleagues on the picket lines. "Trustees came from as far west as Winnipeg and as far east as St. John's to show their support, bring greetings and financial assistance from their associations, and walk the picket line with our Moncton colleagues," said defence fund chair, Denise Nevo.

"We found ABPPUM members to be among the most colourful, the most artistic, the most energetic, the most enthusiastic and the noisiest ever met on a picket line."

Leading up to this round of negotiations, Moncton faculty and librarians had had wage increases of 0 per cent, and 1.5 per cent in the previous six years. At the start of this round of bargaining, the Moncton administration tabled a three-year salary offer of 0 per cent, 0 per cent, and 0 per cent. ■

Carleton Wades into Calgary Herald Strike

THE president of Carleton University, Richard Van Loon, has dragged his institution into a bitter labour dispute by allowing management of the Calgary Herald onto campus to recruit journalism students to work behind picket lines.

"We're shocked that Carleton, or any university, would be complicit in helping students begin a career by strikebreaking," said Gail Lem, vice-president, media, of the Communications, Energy and Paperworkers Union.

"It's especially distressing when one of the issues behind the organizing drive and the strike at the Calgary Herald is journalistic integrity."

The attempt to recruit strike-breakers on-campus unleashed a storm of controversy at the university after the faculty in the school of journalism and communication voted "not to take sides" in the dispute and to ask Herald management to conduct any recruitment efforts off-campus.

"Faculty felt that to treat the Herald as any other employer would send the signal that we were siding with management," explained Vincent Mosco, a professor of communications at Carleton. "In the end, we decided unanimously that because a legal strike is underway and because we should not take sides, the Herald should be asked to arrange off-campus interviews."

Peter Menzies, Editor-in-Chief of the Calgary Herald reacted by sending a strongly-worded letter to the university, demanding they reconsider the decision taken by the faculty "so that it does not damage the long-term relationship between the Calgary Herald, its affiliates and your institution, thereby reducing the number of available work options for your students."

See HERALD STRIKE Page 5



EDITORIAL

Private universities are not the answer to the needs of higher education.

See Page 2

COMMENTARY

Moving beyond good intentions in our commitment to diversity.

See Page 24

Faculty Salaries

3

Provincial News

3

Chun Update

7

Carrières

10

SWC 2000

INSERT

Our Universities.
Our Future.

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EDITORIAL ÉDITORIAL

No Point to Private Universities

By BILL GRAHAM

THE Government of Ontario is once again looking favourably at the question of private universities. This time, however, it isn't Bette Stevenson's Wolf University, but rather institutions such as the University of Phoenix and Unexus — so-called virtual or on-line universities. South of the border the issue is equally hot because of the franchise-like expansion of the University of Phoenix, the establishment of Western Governors University and ICS — a new for-profit university funded by publisher Harcourt Brace. As well, there's the recent decision of the North-Central Association of Colleges and Schools to accredit Jones International University (the first accreditation of a completely virtual institution).

Student demand for higher education will grow across Canada in the next decade due to a number of factors: the increase in the population of 18- to 24-year-olds as well as the needs of the so-called knowledge economy, resulting in a greater participation rate among the cohort. In addition, the elimination of Grade 13 in Ontario will create added pressure known as "the double cohort problem." Enrolments could increase as much as 40 per cent by 2010. But Ontario, like other provinces, is ill prepared for the coming demands. Funding from the federal government and the provincial treasuries remains stagnant and woefully inadequate; no plans have been made to address the incredible faculty shortages which will be created; and the almost total concentration by both levels of government on the pressing issues of health care has all but shut out any serious confrontation of the ticking time bomb that is postsecondary education.

Like jurisdictions elsewhere, the Ontario government has been attracted to private universities because they believe that private universities could address the issue of access without drawing on public funding, and that they would be more sensitive to the immediate training needs of the marketplace and so provide a new level of competitiveness to the traditional university system, forcing those universities to be more amenable to the demands of the government.

But private universities are not the answer to the problems facing higher education. The history of private universities in North America shows governments eventually are dragged into supporting even the elite among private universities — Harvard and Yale, for example. Such universities are now differentiated from the publicly funded institutions by the term "publicly assisted" institutions.

Firstly, governments must offer student aid programs to students at so-called private as well as public universities, and the tuition at the private institutions has been many times higher than that at public ones.

Secondly, research of any quality and intensity can no longer be carried out at universities without high degrees of government subsidy. The Canadian government has attempted to hide this basic fact from themselves and the public by insisting on partnerships with the private sector for most of its government-sponsored research, but this too is bound to undercut the long-term usefulness of university-based research to the public and to industry alike.

Research is most useful in the long run when it is driven by the logic of the discipline rather than the need to generate short-term profits. Indeed, no institution can purport to be an institution of higher learning if its faculty are not engaged in the creation of the new knowledge we designate by the term "research." Virtual or on-line universities fall victim to this necessity because they do not have the critical core of full-time faculty required to carry out serious research, nor is it possible for them to develop such a critical core of full-time faculty.

Thirdly, without a critical core of full-time faculty virtual universities cannot offer tenure to their faculty — and without tenure there is no guarantee of academic freedom. So, what some officials believe is an asset of a virtual university — the ability to avoid tenure — is actually a liability, because the guarantee of academic freedom supplied by tenure is precisely the condition which allows faculty members to take the scholarly risks which high level or cutting-edge research entails. It is also the condition which allows faculty members to engage their students in critical education rather than simply passing on a testable skill to them. It is this ability of a university to educate people in a critical and thoughtful approach to any subject matter which distinguishes the university from a mere training institution.

Fourthly, without a critical core of full-time faculty virtual universities cannot sustain a collegial form of institutional governance. It is the faculty which must be in charge of creating a curriculum of studies and be responsible for the creation, delivery and assessment of that curriculum. Virtual universities engage in a practice known as "unbundling." That is, the faculty are course "facilitators," subject in many respects to a group of "content experts" who determine the curriculum, on the one hand, and to a group of "mentors" who deal with student problems and assessments, on the other. Universities as they now exist are amply suited to use the latest means in technology, including on-line services, to enhance their curricula, without giving themselves over to dubious partnerships with private instructional providers.

Fifthly, virtual universities have studiously resisted any attempt at faculty unionization and have no provisions for free collective bargaining by their faculty employees. Yet, faculty organization and collective bargaining are essential elements in any truly democratic system of governance. It is faculty associations and unions which have done the most to protect the quality of our universities and to keep the standards high; to enhance professionalism, guarantee due process and provide for equity among individuals; to defend academic freedom and scholarly integrity; and to protect the bond between the faculty-member-as-mentor and the student-as-learner (rather than as mere consumer). Faculty associations and their collective agreements are also the proper guardians of the intellectual property generated by faculty research.

In short, private universities are not the answer to the needs of higher education in the coming years. They serve no useful function in Canada, and they cannot set aside the responsibility of governments — at both the federal and provincial levels — to address the need to provide substantial core funding for Canada's public universities. ■



Provincial News

B.C. Budget Boosts Post-Secondary Education

The government of British Columbia delivered its 2000 budget in late March, announcing a continuation of the freeze in tuition fees and an increase of \$97 million, or just over 6 per cent, for post-secondary education. Of the extra funding, about one-third will be used to create up to 5,000 new student spaces. Representatives of the post-secondary education sector, disappointed with the latest federal budget, were quick to applaud the provincial NDP for increasing its commitment to the province's universities and colleges. "We were very disappointed the federal government chose not to reinvest in education and social programs in the 2000 budget," said Maureen Shaw, president of the College Institute Educators' Association of BC. "The provincial government deserves full credit for increasing post-secondary education funding despite the lack of a federal commitment." Jim Gaskell, president of the Confederation of University Faculty Associations of BC, agreed that the budget was good news for post-secondary education and noted BC now "leads other provinces in providing high quality, affordable education."

New Brunswick Cuts Programs

The newly elected Conservative government of New Brunswick delivered its first budget on March 28, outlining plans to cut taxes by \$33 million while slashing a whopping \$100 million in spending. With the focus on tax cuts, the province's universities will see just a 2 per cent increase in funding in each of the next three years, not enough to keep pace with inflation and increases in enrollment. The Tory government plans to cancel at least 30 government programs, but Finance Minister Norman Bets provided no details on which programs will be eliminated or how many jobs will be lost. "The government keeps talking about managing smarter," said CUPE New Brunswick president Sue Barton. "But handing out tax cuts while public services are in need isn't smart management. It's political, economic and social stupidity."

Tobin Focuses in on Health Care

Brian Tobin's Liberal government made health care the focus of its budget last month, raising spending by nearly \$90 million, an increase of 7.5 per cent. The budget also extended the two-year freeze in tuition fees for students of Memorial University and the College of the North Atlantic for another year. However, the university and college will see no increase in its operating grant. Despite the tuition freeze, student groups remained lukewarm toward the budget. "It's a good first step in making more education

more accessible," said Alison North, chair of the Newfoundland and Labrador Federation of Students. "But the freeze can't be dragged out too long without the government investing significant funds into Newfoundland's public college and university."

Harris Gives Modest Increase for PSE

Mike Harris's Conservative government announced it is increasing grants to universities and colleges by about \$68 million, or just under 3 per cent. Deborah Flynn, president of the Ontario Confederation of University Faculty Associations, said the announced funding increase falls far short of what is needed. "This represents a funding freeze in real terms and does nothing to make up for the \$1 billion in cumulative losses since 1996. The government is not only relinquishing its responsibility to rebuild the system, but it is also asking students to yet again pay higher tuition fees." Critics were also concerned that a portion of the new funding would be distributed based upon the performance of universities and colleges based on two criteria: graduation rates and employment rates of graduates. Flynn said similar indicators used in Alberta do not reflect the performance of different institutions because they fail to take into account external factors — such as general economic conditions — that are beyond a university or college's control.

Higher PSE Funding & Big Tax Cuts in Saskatchewan

The NDP-Liberal coalition government of Saskatchewan, bolstered by greater than expected revenues from surging oil and gas prices, is devoting the bulk of its surplus to tax cuts while offering more modest increases in spending for health and education. The budget increases the funding of universities and colleges by about 7 per cent in the next year, and boosts capital expenditures by about 4 per cent. Barb Byers, head of the Saskatchewan Federation of Labour, said that despite the spending increases announced in the budget the government should have done much more.

"The size of the surplus and the announced tax cuts show the provincial treasury could have done more to increase health spending and give post-secondary education students a break on tuition," Byers said. The budget instead focused on a new three rate tax structure — 11 per cent for incomes below \$35,000, 13 per cent for incomes between \$35,000 and \$100,000, and 15 per cent for incomes above \$100,000. "I would call this the made in Alberta budget," stated Larry Haiven, a commerce professor at the University of Saskatchewan and architect of the alternative provincial budget. "The new tax structure is viciously regressive."

Roundtable Calls for PSE Act

THE federal government must redesign the way it funds post-secondary education in order to ensure the continuing accessibility and quality of the system, concluded a CAUT-sponsored roundtable discussion held last month.

"It's clearer now than ever before that the current way Ottawa transfers health and education funds to the provinces through the Canada Health and Social Transfer is fundamentally flawed," said CAUT president Bill Graham.

Graham noted the one-time \$2.5 billion increase in the CHST announced in the 2000 federal budget does not make up for past cuts and provides no guarantee the extra funding will actually be spent by the provinces.

"Ontario's premier has already indicated his province will not spend one red cent of the CHST supplement on post-secondary education," added Graham.

The roundtable discussion, held on Parliament Hill and televised by the CPAC cable network, brought together a number of economists and policy analysts to critically assess the impact of the federal budget on Canada's post-secondary education system.

The national chairperson of

the Canadian Federation of Students, Michael Conlon, warned that Ottawa's failure to use its ballooning surplus to invest in post-secondary education means "students and their families will be shouldering an even greater financial burden as tuition fees continue to skyrocket."

Robert Chernomas, an economist with the University of Manitoba and president of the Manitoba Organization of Faculty Associations, was particularly critical of the budget's focus on tax cuts at the expense of reinvesting in public services and programs.

"Tax cuts will have the perverse effect of tying the hands of government from making the badly needed reinvestment in social programs," Chernomas said. "An equivalent dollar investment in post-secondary education would actually give the government a bigger bang for its buck in the productivity returns it would generate."

Howard Pawley, former premier of Manitoba and current president of the University of Windsor Faculty Association, called on Ottawa and the provinces to work cooperatively to develop a new funding mechanism governed by a national post-secondary education act that would enshrine basic principles across the country.

Pawley said the principles informing such an act should include "accessibility and affordability, comprehensiveness, public and not-for-profit administration, and the protection of academic freedom."

Arpi Hamalian, president of the Fédération québécoise des professeurs et professeuses d'université, noted that there is support for such an act in the province of Quebec.

"In principle, if this legislation was modelled on the *Canada Health Act* and applied to higher education, there would be support in Quebec," stated Hamalian.

"The crisis facing post-secondary education in our province is just as great if not greater than in other provinces."

Donald Savage, former executive director of CAUT, noted the CHST was introduced by Ottawa as a way of offloading social program cuts onto the provinces.

"Now that the federal government's finances have moved from a deficit to a surplus situation," Savage said, "there may be more political will for Ottawa to play a larger role in post-secondary education while still respecting the jurisdictional rights of provinces." ■

Faculty Salaries in Decline

HERE'S a rare long-term look at the evolution of faculty salaries in Canada. The data is drawn from a compilation of Statistics Canada's University and College Academic Staff System (UCASS) data originally prepared by Ornstein, Stewart & Drakich,¹ which has been adjusted for changes in both CPI and average age of faculty. In this manner it roughly reflects the "experience of the system" over time rather than of any shifting aggregate of individuals occupying relative positions within the system. Perhaps more than for any other occupation, salaries of academics are highly age-dependent and average salaries are particularly sensitive to changes in age distributions of faculty.

The data show that faculty salaries increased markedly from

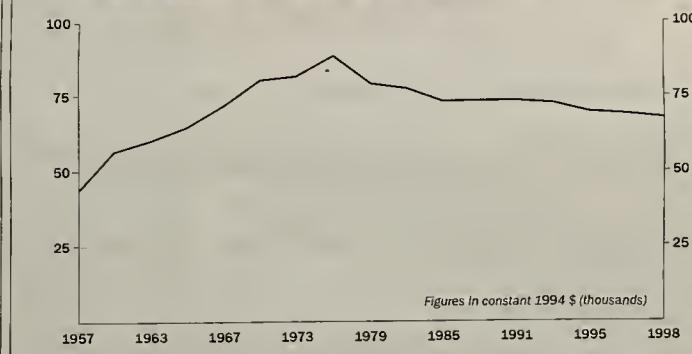
1957 to 1970, when the great expansion of universities ended. During this period, which captures the final years of the post-war economic boom, average age of academics fell rapidly to a low of 39 in 1970, while earnings were increasing. Average real salaries adjusted for age then leveled off and have now declined since 1976. The greatest period of decline was in the period from 1976 to 1985 as average age of faculty increased and salary adjustments fell well behind inflation.

The UCASS data confirms the trend first identified in the CAUBO data on university expenditures and clearly identifies that declining faculty salaries and not just declining faculty numbers account for the continuous relative decline in faculty compensation since the early 1970s.

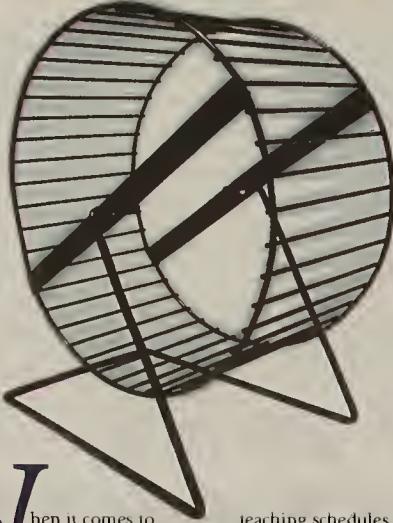
This has occurred as parties to salary negotiations have consistently over time bargained to divert an increasing share of compensation away from increases in the base rates, scales and reference points which define the actual permanent salary system and instead towards individual components of compensation such as merit, experience, "market," and discretionary individual increments. As individuals benefiting most from these compensation components retire, the benefit "washes out" of the system, leaving behind only the consequently eroded permanent features. ■

1. Ornstein, M., P. Stewart and J. Drakich, "The Status of Women Faculty in Canadian Universities," *Education Quarterly Review*, Vol. 5, no. 2 (1998), pp. 9-29.

Average Faculty Salaries in Canada, 1957-1998



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A completed application form and supporting material must be received by May 30, 2000. Selections will be announced by July 30, 2000. To request an application and additional information, please contact: Dr. Norman Ravvin, Concordia University Institute for Canadian Jewish Studies, Department of Religion, Concordia University, 1455 De Maisonneuve Blvd West, Montreal, Quebec H3G 1M8, Fax: 514-848-4541; Email address: ravinbutler@sprint.ca

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UNIVERSITY OF VICTORIA

Carleton Wades into Calgary Herald Strike



Calgary — Union president Andy Marshall (right) confronts Conrad Black.

From PAGE 1

Van Loon apparently bowed to the pressure and ordered the director of the journalism school to overrule the wishes of the faculty.

In a letter to Van Loon, CAUT President Bill Graham warned that "by permitting the Herald to conduct on-campus interviews, you are clearly jeopardizing the impartiality and neutrality of the university."

In the end, the Herald was granted office space on campus, but not in the building occupied by the school of journalism and communication.

Student and union groups however were not happy with the compromise and organized demonstrations to protest the university's decision to allow the Herald to recruit on campus.

"The whole affair makes you question what the university is teaching these students about ethics and journalism," said Lem.

About 200 newly-unionized journalists, photographers, and distribution centre workers at the Herald walked off the job in November in a dispute over "seniority rights and journalistic integrity" at the paper owned by Conrad Black. ■

CAUT's Newest Course Gets Rave Reviews

In late March, the Ryerson University Faculty Association hosted CAUT's newest educational program — a three and a half day grievance/arbitration course. The course provides training for faculty association activists in handling grievances and arbitration cases.

Course participants learn basic advocacy skills through case studies, from witness interviews to legal research to the arbitration hearing itself.

"The course is designed to help members handle grievances and basic arbitration cases themselves," said CAUT lawyer and course instructor, Shaheen Hirani. "Throughout the trade union movement, local activists handle a significant percentage of grievance and arbitration cases. This builds stronger locals and effectively defends the interests of the members."

Reaction at Ryerson to the course's debut was positive. According to Michael Doucet, president of the Ryerson faculty association, the nine participants took plenty away with them.

"Even if we don't do many of our own hearings right away, there was still lots of valuable learning," he said. "Pointers on investigating grievances and interviewing witnesses will help us right now with the way we handle cases."

He also noted an unexpected benefit from the course — team-building. "Most of the participants

are members of the faculty association's grievance committee. As we sat down and worked our way through the case studies, we really came together as a group. That has strengthened our organization." ■

For more information about the course, contact Johanne Smith at CAUT. Tel: 613.820.2270; Email: smith@caut.ca.

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Les universités privées n'ont pas de fonction utile

LE gouvernement de l'Ontario revient à la charge sur la question des universités privées, mais, cette fois, il s'agit d'universités virtuelles ou en ligne. La pression vient des États-Unis où plusieurs de ces universités ont commencé à s'implanter.

De nombreux facteurs expliquent la popularité de ce genre d'enseignement au palier postsecondaire qui ne cessera de grandir au cours de la prochaine décennie : la croissance démographique du groupe des 18 à 24 ans et les besoins de l'économie du savoir. Cependant, l'Ontario et les autres provinces sont mal préparés à cette augmentation de la demande car les fonds publics fédéraux et provinciaux sont insuffisants, surtout concentrés sur l'urgent dossier des soins de santé, et que rien n'a été prévu pour pallier l'imminente pénurie de professeurs.

Le gouvernement de l'Ontario est attiré par les universités privées parce qu'il croit qu'elles régleront

le problème de l'accessibilité sans puiser dans les coffres publics et qu'elles seront plus sensibles aux besoins de formation immédiats du marché.

Or, les universités privées ne sont pas la réponse aux problèmes de l'enseignement supérieur. D'abord, les gouvernements devront aider financièrement les étudiants fréquentant tant les universités privées que publiques alors que les frais de scolarité des premières seront beaucoup plus élevés que ceux des dernières.

Deuxièmement, la recherche de qualité ne peut s'effectuer dans les universités sans d'énormes subventions gouvernementales. Malgré cette évidence, le gouvernement canadien insiste sur les alliances avec le secteur privé pour une grande partie des recherches qu'il partage. Par ailleurs, les universités ne peuvent prétendre être des établissements de haut savoir si leurs professeurs ne participent pas à la création de nouvelles connaissances

appelées «recherche». Les universités virtuelles ne possèdent pas le noyau critique de professeurs à temps plein pour faire des recherches sérieuses.

Troisièmement, sans ce noyau critique de professeurs à temps plein, les universités virtuelles ne peuvent offrir la permanence à leurs professeurs lesquels, par conséquent, ne peuvent se faire garantir la liberté universitaire.

Quatrièmement, ces universités, où les professeurs sont des «amateurs» ne déterminant pas eux-mêmes le contenu du programme d'études, ne peuvent maintenir une forme de direction collégiale sans un noyau critique de professeurs à temps plein.

Enfin, les universités virtuelles résistent à la syndicalisation des professeurs et ne prévoient rien pour la libre négociation collective qui défend la liberté universitaire et l'intégrité de l'activité intellectuelle. ■

Résumé de l'éditorial de Bill Graham.

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Women Hardest Hit by Cutbacks in EI Benefits

A SHARP decline in unemployment insurance coverage for Canadian women has been revealed in Statistics Canada figures obtained and released by the Canadian Labour Congress.

"What these statistics show," said CLC secretary-treasurer Nancy Riche, "is that women workers, because they often carry additional family responsibilities, are the main victims of the federal government's massive UI cutbacks."

The CLC document revealed 70 per cent of women workers are now ineligible for UI benefits. They have lost UI protection faster than men because the minimum hours of work needed to qualify was in-

creased from 15 hours a week to 35 and because of other changes that discriminate against women.

In 1998, women accounted for three-quarters of the workers who were denied UI coverage. That year, 26,000 fewer women received UI layoff benefits than in 1997, a drop of 10.7 per cent, compared with 9,000 fewer men, a drop of 2.7 per cent. The steepest drop — 16 per cent — was for women under 35. "The UI system is badly out of sync with the present labour force," said Riche. "It needs to be updated and brought in line with the 21st century." ■

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Day of Mourning for Persons Killed or Injured in the Workplace

MORE than one thousand Canadian workers were killed on the job last year. Thousands of others died of work related diseases, and thousands more were permanently disabled due to work related diseases and exposures to workplace substances.

In 1984, the Canadian Labour Congress declared April 28 an annual day of remembrance for workers killed and injured on the job. April 28 marks the passage of the first comprehensive Worker's Compensation Act in Canada. In 1991, Bill C-223, *An Act Respecting a Day of Mourning for Persons Killed or Injured in the Workplace*, received Royal Assent.

In the United States, the AFL-CIO has adopted April 28 as the Worker's Memorial and the International Confederation of Free Trade Unions organized the first International Day of Mourning on April 28, 1996.

Worker's compensation boards recognize approximately 800 work related deaths every year, and on average, one Canadian worker out of 13 is injured at work. According to CLC data, between 1984 and 1992 the injury rate for women workers kept pace with their rate of entry into the labour market.

The CLC is asking people to join as a community on April 28 at 11:00 a.m. for a collective "Pause to Remember" of up to two min-

utes to remember workers killed and injured due to their work at their workplaces. These workers, for whom this day is set aside, deserve nothing less. ■

For more information see the CLC web site at www.cltc-ctc.ca/health/safety/.

Mt. Allison Settles Salary Dispute

IN late February, the administration at Mount Allison University and the Mount Allison Faculty Association brokered a last-minute deal for the long awaited salary scales with the assistance of an arbitrator. The terms of a mediated settlement following the 1999 strike at the university called for final offer selection for the determination of salary scales for the final two years of a three-year collective agreement.

At the hearing on Feb. 25, arbitrator Michel Pichet expressed the view that final offer selection was inappropriate for the salary dispute and encouraged the parties to find a solution before resorting to arbitration.

Negotiations resulted in agreement on salaries for years two and three, extension of the contract into a fourth year, and interest arbitration on the salary settlement for year four. ■

Salary scales available at <http://personal.nbtneb.ca/MAFA/arbitrations/scales97to02.htm>.

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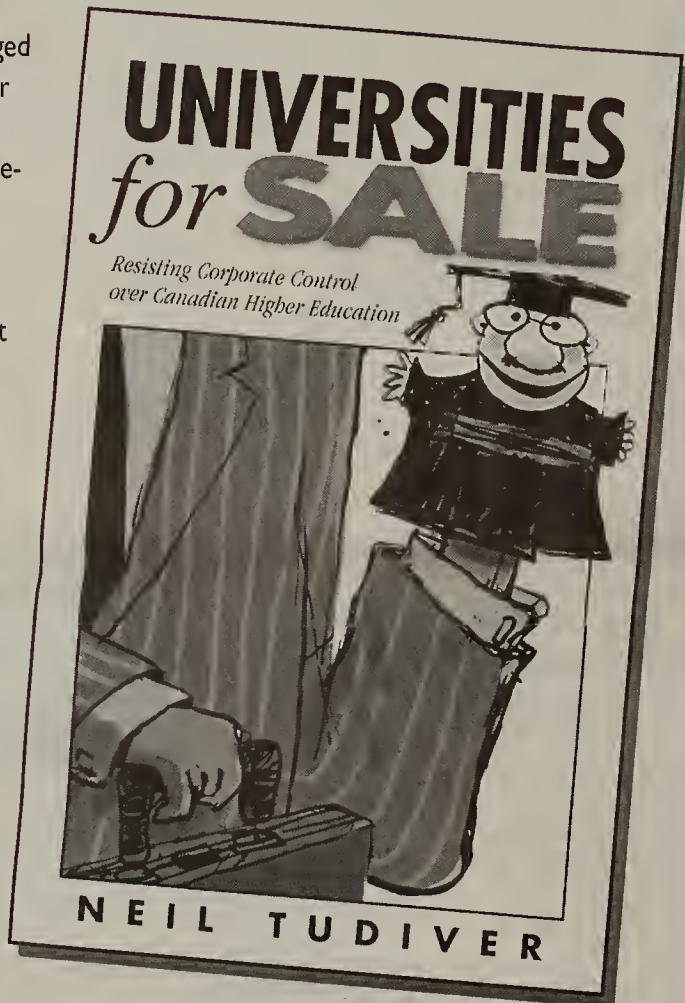
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Une table ronde évalue le budget fédéral

SELON les conclusions d'une table ronde organisée par l'ACPPU le mois dernier, le gouvernement fédéral doit redéfinir sa méthode de financement de l'enseignement postsecondaire s'il veut en maintenir l'accessibilité et la qualité.

«Plus que jamais, il est évident que la méthode actuelle pour transférer des crédits aux provinces par l'entremise du Transfert canadien en matière de santé et de programmes sociaux est fondamentalement déficiente», a déclaré Bill Graham, président de l'ACPPU.

Il a signalé que l'augmentation unique de 2,5 milliards de dollars du TCSPS, annoncée dans le budget 2000 du gouvernement fédéral, ne rétablissait pas les sommes retranchées antérieurement et ne garantissait pas que les provinces dépenseront ce supplément.

«Le premier ministre de l'Ontario a déjà fait savoir que son gouvernement ne dépensera pas un sou du supplément du TCSPS pour l'enseignement postsecondaire», a ajouté M. Graham.

Organisée sur la colline du Parlement et diffusée par la chaîne d'affaires publiques par câble CPAC, la table ronde a réuni des économistes et des analystes de la politique qui ont évalué de manière critique les conséquences du budget fédéral pour le système d'enseignement postsecondaire du Canada.

Michael Conlon, président national de la Fédération canadienne des étudiantes et étudiants, a prévenu que le fait que le gouvernement n'investisse pas son considérable surplus dans l'enseignement postsecondaire forcera les étudiants et leur famille à supporter un plus lourd fardeau financier alors que les droits de scolarité continuent de grimper.

Robert Chernomas, économiste à l'Université du Manitoba et président de la Manitoba Organization of Faculty Associations, a critiqué en particulier l'accent mis sur les réductions d'impôt au détriment d'un réinvestissement dans les services et les programmes publics.

«Les réductions d'impôt auront comme mauvaise conséquence d'empêcher les gouvernements de réinvestir dans les programmes sociaux qui en ont grandement besoin», a déclaré M. Chernomas. «En investissant l'équivalent dans l'enseignement postsecondaire, le gouvernement en sortirait gagnant grâce à l'accroissement de la productivité.»

Howard Pawley, ex-premier ministre du Manitoba et actuellement président de l'University of Windsor Faculty Association, a demandé aux gouvernements fédéral et provinciaux de collaborer pour créer un nouveau mécanisme de financement régi par une loi sur l'enseignement postsecondaire dans laquelle seraient inscrits des principes de base pour tout le pays.

M. Pawley déclare que les principes de cette loi porteront sur le caractère accessible et abordable de l'enseignement postsecondaire, la polyvalence, une administration publique et à but non lu-

ocratique, et la protection de la liberté universitaire.

Arpi Hamalian, présidente de la Fédération québécoise des professeures et professeurs d'université, a fait remarquer que cette loi recevrait de l'appui au Québec.

«En principe, si la loi suivait le modèle de la *Loi canadienne sur la santé* et qu'elle s'appliquait à l'enseignement supérieur, elle serait appuyée au Québec», a-t-elle affirmé. «La crise qui secoue l'enseignement postsecondaire dans notre province est tout aussi grande, sinon plus, que dans les autres provinces.»

Donald Savage, ancien directeur général de l'ACPPU, a signalé que le fédéral a créé le TCSPS pour relayer aux provinces les compressions dans les programmes sociaux.

«Puisque les finances fédérales sont passées du déficit à un état de surplus, le gouvernement voudra peut-être jouer un rôle plus grand dans l'enseignement postsecondaire tout en respectant les droits de compétence provinciale.» ■

Traduit de l'article «Roundtable Calls for PSE Act».

Academic Freedom in New Zealand

CAUT's former executive director, Donald Savage, has completed a study of academic freedom and institutional autonomy in New Zealand universities for the Association of University Staff of New Zealand.

The study, covering both external and internal challenges and threats to academic freedom and institutional autonomy, reports on:

- government policies
- quality assurance structures
- relations with security forces
- outside organizations
- possible effect of the WTO
- governance
- managerialism
- ethical codes
- discrimination
- speech codes
- political correctness
- intellectual property
- grievance mechanisms
- financial exigency
- restructuring

An executive summary of the report, together with its recommendations, can be viewed on the AUS web site www.aus.ac.nz under campaigns & issues.

Dunmore Press will publish the full report later this year in book form. ■

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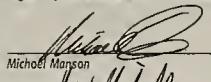
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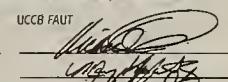
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Apology to Dr. Jacquelyn Scott

Defamation Proceedings of Dr. Jacquelyn Scott vs. UCCB FAUT, Michael Manson and Roderick Nicholls

The University College of Cape Breton Faculty Association of University Teachers (FAUT), and we, the undersigned, apologize completely and unreservedly, to UCCB President, Jacquelyn Scott, for statements and cartoons which defamed her personal and professional integrity, and falsely alleged that she has acted improperly, or abused the power of her office, in the performance of her duties as president of UCCB. We sincerely regret any embarrassment or harm caused to President Scott by these actions.


Michael Manson


Roderick Nicholls

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Saint John has been named the best city in Canada in which to live and do business. A small, historic and spirited community, it is located in a province with many lifestyle advantages. Ocean beaches and outdoor activities such as whale watching, boating, hiking, skiing, snowmobiling and more are just moments away. The City's renowned cultural and athletics facilities, and its many festivals, attract an array of interesting entertainment options.

UNBSJ's Faculty of Science, Applied Science and Engineering (SASE) offers programs at the graduate and undergraduate levels in biology and marine biology, data analysis and computer science, engineering, health sciences, mathematics and statistics, nursing, psychology and bio-psychology, and the physical sciences. The Faculty is currently seeking candidates in the following areas:

NURSING

Applications are invited for one (1) probationary tenure-track faculty position and two (2) full-time instructor positions in curative/restorative care – ideally acute care nursing – in the Department of Nursing, UNBSJ.

For the tenure-track position, the applicant should have clinical expertise and/or specialization in this area as well as recent clinical practice and university teaching experience. The successful applicant will have primary teaching and practice responsibilities in the undergraduate program and opportunities to work with graduate students are also available.

Applicants for the first instructor position should have clinical practice expertise and clinical teaching experience in the specialty area. The primary responsibility is teaching and clinical supervision, and evaluation of undergraduate students.

The minimum educational requirement for both the above positions is a Masters degree in nursing. An employment date of 1 July 2000 is anticipated.

An employment date of 1 August 2000 is anticipated for the second instructor position, which also requires clinical expertise in curative/restorative care, recent clinical practice and teaching experience in a University setting. The primary responsibility for this position is clinical practice teaching with undergraduate students. The minimum educational requirement is a baccalaureate degree in Nursing (MN preferred).

A demonstrated commitment to team and interdisciplinary collaboration, a primary health care philosophy, and innovative educational approaches are assets for all these positions. Candidates must be eligible for registration with the Nurses Association of New Brunswick and maintain registration when appointed.

The Nursing department is part of a fully-accredited provincial nursing program and offers baccalaureate nursing education through a basic four-year full-time stream and a post-RN degree completion stream. The Department also collaborates with the Faculty of Nursing at UNB Fredericton to offer a Master of Nursing (MN) program. UNBSJ is located adjacent to a large teaching hospital. Strong affiliations with colleagues in this and other practice settings in the region, plus developed links with an interdisciplinary institute for health research, provide opportunities for collaborative research projects and/or joint appointments.

APPLICATION PROCEDURE

All positions are subject to budgetary approval. Applicants must submit a curriculum vitae, the names of three referees (including e-mail address and telephone number), and other documents as indicated in the specific job description for which they are applying to:

Dr. Keith DeBell, Dean
Faculty of Science, Applied Science and Engineering
University of New Brunswick Saint John
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Saint John, NB Canada E2L 4L5
E-mail: kdebell@unbsj.ca

Review of applications will commence on **May 1, 2000** unless otherwise indicated in the job description.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The University of New Brunswick is committed to the principle of employment equity.

STATISTICS

The Department of Mathematics, Statistics and Computer Science invites applications for a tenure-track position in Statistics at the Assistant Professor level effective July 1, 2000. The Department currently offers a Bachelor of Science in Data Analysis and a major in Statistics. The successful candidate must have a PhD degree in Statistics or Biostatistics. Postdoctoral experience would be an asset. The candidate will be expected to demonstrate excellence in research and teaching, and a capacity for exercising leadership in the development of Biostatistics offerings to complement other health science degrees on the campus and at a teaching hospital adjacent to the University.

As well as required documents indicated in box at bottom right, applicants must submit a concise statement of present and projected research and teaching interests. Applications should be received no later than **June 16, 2000**.

COMPUTER SCIENCE

Applications are invited for two tenure-track positions in Computer Science at the rank of Assistant Professor beginning July 1, 2000. The Department offers four-year degree programs in Computer Science and Data Analysis. The Computer Science degree program has two areas of specialization: software development: technology and process; and high-performance scientific computing. The Department has strength in the software process area of software development and invites applications from other areas of software development.

To complement Department strength in the area of scientific computing, applications are invited from candidates whose area of specialization includes numerical visualization and high performance computation. Other areas complementing the degree will be reviewed as well. Candidates should enjoy teaching, have strong potential in research, and either hold a PhD in Computer Science or be nearing completion of this degree. Responsibilities include teaching and research.

As well as required documents indicated at right, applications should include a brief statement of research area. Applications should be received no later than **June 1, 2000**.

ZOOLOGIST (Invertebrate)

The Department of Biology, UNBSJ, invites applications for a tenure-track position at the Assistant Professor level. The Department offers a four-year BSc in Biology and Marine Biology and has ten full-time faculty with research expertise in marine biology, aquaculture, environmental biology of fishes, and the ecology and biodiversity of parasites, bryophytes and fungi. For more information, visit www.unbsj.ca/science/biology/biology.htm.

The successful candidate will be an invertebrate zoologist and have the expertise to offer undergraduate courses in Marine Invertebrate Zoology as well as develop courses in his/her area of expertise. Qualifications include a PhD and clear evidence of researchability, as the preferred candidate will be expected to establish an externally funded research program and be involved in the supervision of BSc (Honours) and graduate (MSc and PhD) students. A demonstrated commitment to excellence in teaching is an asset. The appointment will commence July 1, 2000. As well as required documents indicated below, applicants should submit a statement of teaching philosophy and research interests, and up to three reprints of recent publications.

CHEMISTRY

The Department of Physical Sciences at UNBSJ invites applications for a tenure-track position in Analytical Chemistry at the Assistant Professor level, effective July 1, 2000. Candidates should hold a PhD in Analytical or Analytical/Physical Chemistry.

The successful candidate would be required to teach effectively at the undergraduate level in analytical or analytical/physical chemistry and would also be expected to develop dynamic and creative research, ideally in the area of toxicology and/or pharmacology to assist in and complement the present and proposed degree program development within the Department. Postdoctoral experience in the above research areas would be preferred. As well as the required documents indicated below, applicants should submit a statement of present and projected research.

NSERC UFA POSITION

UNBSJ's Departments of Biology and Psychology seek to nominate jointly one woman candidate in Behavioral Genetics for an NSERC University Faculty Award in the Fall 2000 competition. On receipt of the NSERC award, the successful applicant will be offered a tenure-track Assistant Professor position. The successful applicant is expected to make a strong contribution to the Bio-Psychology undergraduate program and to participate in undergraduate and graduate programs offered by both disciplines. The University Faculty Award was created by NSERC to encourage Canadian universities to appoint promising woman researchers to tenure-track positions in science and engineering. In accordance with NSERC regulations, an applicant must be female and must be either a Canadian citizen or permanent resident of Canada. Applicants must have either a doctoral degree or have completed all the requirements for the doctorate by July 1, 2001. As well as required documents indicated at left, applicants should submit a statement of teaching and research interests. Deadline to apply is **May 26, 2000**.

MATHEMATICS

Applications are invited for one tenure-track position beginning July 1, 2000 at the rank of Assistant Professor (an appointment at a higher rank may be made for an exceptional applicant), and either one or two limited term positions in Applied Mathematics beginning August 1, 2000 at the rank of Assistant Professor. Applicants should hold a PhD and have research interests in an area of modern applied mathematics (e.g. BioMathematics, Mathematical Modeling, Financial Mathematics). Teaching duties include core undergraduate courses in Mathematics, as well as upper level undergraduate courses in an area of specialty. The Department offers Mathematics majors through BSc, BA and BScDA degree programs and a BSc degree with joint mathematics-economics major. As well as required documents indicated below, candidates should send a statement of research and teaching interests with their application.

Applications are also invited for up to two limited term positions in Mathematics at the rank of Instructor beginning August 1, 2000. The primary responsibility of these positions is the teaching of undergraduate students. A Masters degree in Mathematics is required and previous teaching experience will be considered an asset. The Department has an Applied Mathematics focus and offers Mathematics majors through BSc, BA and BScDA degree programs and a BSc degree with a joint mathematics-economics major.

MECHANICAL ENGINEERING

The Department of Engineering at UNBSJ invites applications for a nine-month recurring position in Mechanical Engineering at the Instructor level, beginning August 1, 2000. A Master's or PhD in Mechanical Engineering, or equivalent experience, and previous university teaching experience are definite assets. Duties include teaching undergraduate courses and laboratory instruction. Candidates must be eligible for registration as a Professional Engineer in New Brunswick.

POSTDOCTORAL RESEARCH ASSOCIATE

UNBSJ's Department of Physical Sciences seeks a postdoctoral research associate to collaborate on the development and analysis of simulations of ultra-thin films. The successful applicant will be a member of a new research group specifically dealing with studies of molecular films. As a founding member of this group, he/she will have opportunities to shape the infrastructure and directions of the group. The minimum requirement for this position is a PhD in condensed matter physics, theoretical chemistry or an appropriate related field. Applicants should have experience with *ab initio* calculations using the Gaussian software package; experience with molecular dynamics simulations would be an advantage.

For more information on UNB Saint John please see our website at:

www.unbsj.ca

Status of Women

SUPPLEMENT

Status of Women Committee

Jeanette Lynes



(Committee Chair)
English, St. Francis Xavier

Edith Zorychta



Pathology, McGill

Linda Paul



Geography, Regina

Vera Golini



Women's Studies, Waterloo

Joyce Friesen



Library, U.B.C.

TABLE OF CONTENTS

2 2000: Dedicated to the Culture of Peace

Edith Zorychta

Why I Didn't Write the Article I Was Asked to Write

Eleno Honno

3 Ending Salary Inequities Related to Gender

Edith Zorychta

4 Statistical Profile

Federal Contractors Program

6 A Vision of UBC for Women

Volerie Rooul

7 Balancing Work & Family

Jennifer Muther

Personal Reflections

Joyce Friesen

8 A Voice From the Past

Vera Golini

Status of Women Conference

Editors' Introduction

**Linda Paul, University of Regina
and Edith Zorychta, McGill University, Editors**

This issue of the Supplement by the Status of Women Committee marks the beginning of a series of changes. It is slightly shorter than our previous issues, partly because we will be shifting the date of our future publications from April to October, in order to facilitate the coordinated efforts of our writers and editors.

We are also planning additional activities for this year, some of them relating to the special dedication of the year 2000.

There is a theme that permeates and connects all of our current articles. Each is essentially an assessment of human relations and activities—an assessment of where we stand in relation to where we ought to be, particularly with regard to the lives of women. In conjunction with the millennium, most of the articles are primarily directed toward the future.

On a global level we consider the need to change entire ways of thinking in order to foster world peace. On a provincial level we report on a new method to analyze and correct salary inequities remaining from the past. On a local level we report on a vision for the future developed by the members of one university, and on an individual level, we include some very personal musings from one of our members.

Two of our articles are strongly rooted in what is happening here and now. Together they provide a powerful assessment of the difficulties faced by

many women, and men as well, as they deal with the complexities of forging a balanced and meaningful life at a time when academic careers are becoming more and more demanding. These articles take a very different approach, but they both lead to the same conclusion: we need to stand back from our daily commitments, reflect upon the environment we find ourselves in, and recognize the extent to which all of us, especially women, are affected by the continually increasing pressures of academic life.

This reflection must be coupled with a renewed commitment to bring about constructive change, and in doing so, the CAUT network will continue to provide us with essential information, support, and many of the vital links that connect every one of us in universities throughout Canada.

To keep our perspective, and to insert some literary eloquence, we have included a poem written more than 400 years ago. The woman who wrote it was also assessing her world and the situation faced by women at that particular point in time. Her astute observations remain relevant today—for their depth, their clarity, and their remarkable ability to evoke introspection and comparison.

The members of our committee extend best wishes to all of you for this academic year, and we look forward to seeing many of you at our conference in October in Windsor. ♀

2000: Dedicated to the Culture of Peace

By Edith Zorychta

The year 2000 has been officially dedicated by the United Nations as the International Year for the Culture of Peace, and there will be activities across the globe to support and encourage this initiative. The 10 years following the millennium have been correspondingly designated the International Decade for a Culture of Peace and Non-Violence for the Children of the World. The goal is no less than to change the way people think, feel and act throughout the entire planet. The following article provides some background on the development of the idea, some information on how Canada is participating, and a simple method for individuals to convey their support. CAUT is committed to the Culture of Peace, and will assist and encourage the initiatives of its members to promote this culture within Canadian colleges and universities.

Origin & Meaning

The Culture of Peace Program was created by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1994, in order to promote peaceful coexistence through activities in the arts, in science, and in technology. A continuation and expansion of these efforts led to the dedication of the year 2000.

The aim is to transform the predominant culture of violence into a culture of peace, and education will be one of the most powerful components needed to bring about such a change. There is a specific set of features embodied by a culture of peace, and it includes much more than the temporary absence of warfare.

The achievement of such a culture would require that children grow up in an environment where violence was not portrayed as the automatic solution to disagreement, or even to fight injustice. UNESCO's objective is "to educate people about the root causes of conflicts and violence, and to encourage people to react to precarious situations in a nonviolent manner." Many skills and new attitudes are needed for this transformation, and the year will foster strategies and networks to bring about change.

To quote from the Canadian Commission for UNESCO: "Peace is rooted not in treaties but in the mind and heart of every man and woman." Programs and action plans by governments, associations, schools, and individual citizens will increase public awareness and promote the many

characteristics that are associated with peaceful coexistence and conflict resolution.

Canada's Participation

Canada has always been actively involved in the mission of the United Nations. In particular, UNESCO is linked to branches of the Canadian government, as well as to organizations, agencies and individuals throughout the country, via the Canadian Commission for UNESCO.

The Commission connects a network of close to 200 different organizations and participants, and promotes a trans-disciplinary approach to issues related to education, science and culture. It performs a multitude of functions, and in response to the dedication of the year 2000, it has prepared a special informa-

UNESCO.com@canadacouncil.ca.

CAUT is one of the Canadian organizations that has been actively involved, through the Canadian Commission, in bringing about change on an international level. CAUT played a vital role in creation of the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel, designed to protect academic freedom, human rights, and working conditions of post-secondary teachers throughout the world. This is but one example of the kind of activity that contributes to a culture of peace.

Over the years, Canada has been host to a variety of international conferences that seek to promote mutual cooperation and understanding, and the role of higher education has been a prominent topic.

activities all help to create a global environment that will allow peace to flourish. These are but a few examples of the many kinds of involvement that can be encouraged and promoted in the coming year and decade.

The Future

There are many things to think about, at a local as well as an international level. What can we do in our schools and universities to facilitate a greater degree of tolerance and understanding among young Canadians? How important are the contents of our television programs and the events and images they continually project? What is the effect on all of us, if we watch the endless acts of aggression, exclusion, and violence portrayed in the media? What messages do hundreds of war toys convey to our children? How can we work together to create a different message?

It is time to develop a new way of perceiving the world, and a new "international ethical-moral code". We can create an atmosphere in our universities which will promote the culture of peace. Every one of us can consider additions to the curriculum, great or small, to increase the global awareness of our students, or to promote tolerance in daily life. We can also plan seminars, panels, and special events.

We invite each of you to consider the substantive issues for Canadians in promoting tolerance and nonviolence, and to send us your information, ideas and suggestions at any time during this special year. CAUT's Status of Women Committee is committed to a Culture of Peace, and will work to promote and coordinate activities across the country in support of this objective during the year 2000. ♀

(Edith Zorychta, Department of Pathology, McGill University.)

1. Culture of Peace: An introduction. United Nations Association in Canada. <http://www.unac.org/unfaq/peace.html>, 2000
2. Building a Culture of Peace, Part I: Evolution of the Concept of a Culture of Peace: UNESCO's Mission. Canadian Commission for UNESCO Information Kit, 1999
3. François Mitterrand: A Smug Indifference to the Global Oligarchy. In: At Century's End: Great Minds Reflect on Our Times. Ed. Nathan P. Gardels, La Jolla, Cal: ALTI Pub. 1995

What You Can Do.....

You can participate in the International Movement for the Culture of Peace and Non-Violence, by adding your signature to Manifesto 2000. The following excerpt lists the goals of the Manifesto, along with its content:

"The Manifesto 2000 for a Culture of Peace and Non-Violence was written by the Nobel Prize Peace Laureates, in order to create a sense of responsibility starting on a personal level; it is not an appeal or petition addressed to a higher authority.

It is the responsibility of each and every individual to put into practice the values, attitudes and forms of behaviour which inspire the culture of peace. Everyone can contribute to this aim within their family, their area, their town, their region and their country by promoting nonviolence, tolerance, dialogue, reconciliation, justice and solidarity on a daily basis.

The Manifesto 2000 has been made public in Paris on March 4th 1999, and is open to signatures for the wider public all throughout the world. The goal is to present 100 million signatures to the United Nations General Assembly meeting at the turn of the millennium in September 2000.

The Manifesto 2000 Pledge for a Culture of Peace and Non-Violence

Recognizing my share of responsibility for the future of humanity, especially for today's children and those of future generations, I pledge—in my daily life, in my family, my work, my community, my country and my region—to:

Respect the life and dignity of each human being without discrimination or prejudice; Practice active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economical and social, in particular towards the most deprived and vulnerable such as children and adolescents;

Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression;

Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, delusion and the rejection of others;

Promote consumer behaviour that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet;

Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity." To add your signature to Manifesto 2000, go to the Manifesto 2000 Internet site:

<http://www.unac.org/peacecp/manifesto.html>

tion kit, containing material on the history of the organization and explaining some of the major goals and concepts that are related to the pursuit of international peace. Information about the kit can be obtained by contacting

Individual Canadians have also played important roles as activists. The elimination of land mines, opposing international traffic in stolen artifacts, scrutinizing trade negotiations for deleterious consequences—such diverse

Why I Didn't Write the Article I Was Asked to Write

By Elena Hanna

Some months ago I was asked to write an article for the CAUT Bulletin Supplement about the issue of career and family for women academics. I gladly accepted the request, as this is one of my pet topics. Yet, as the months passed, and I composed in my mind the future article, I found it harder and harder to commit the words to paper.

At first, I didn't know what the

source of the inhibition was. I attributed it to laziness and other undesirable characteristics of my personality. I had the ideas, I knew what I wanted to say, yet I couldn't write it down and submit it. It finally dawned on me that, personal characteristics and other distractions aside, there were powerful reasons for my inhibitions.

I was afraid to tell the world I thought women academics, particularly those in science, were unfairly bur-

dened with the double shift of total dedication to career and total dedication to family. I feared many of my colleagues would object to this scenario, particularly those women who, in my opinion, live in denial of the pervasiveness of this burdensome double shift.

I was afraid some would think I was telling them they were shirking their responsibilities as mothers, while others would feel singled out as slacking off in their academic duties.

I was afraid women didn't want to hear that many of their health complaints stemmed from lack of time and energy to prepare healthy meals, exercise and relax. Who wants to be told they have a problem that has no solution, other than giving up either career or motherhood? I was afraid the hard-earned gains in equity would be undermined by characterizing women

Continues on page 3 ▶

Ending Salary Inequities Related to Gender

By Edith Zorychta

Does your salary fairly reflect the demands of your job, in comparison to the salaries of others working in your institution? If the majority of individuals working in your job category are women, does this influence how much you are paid in comparison to people working in equivalent jobs held mainly by men?

The province of Quebec is asking these questions, and has enacted some of the most progressive legislation in North America in order to find out the answers. Discrepancies in salary that are shown to result from undervaluing job categories filled mainly by women will no longer be allowed. The following article provides a brief overview of how Quebec intends to evaluate salaries for comparable positions, and to eliminate systemic discrimination based on gender.

The Pay Equity Act came into effect in the province of Quebec in November 1997, and was designed "to redress differences in compensation due to the systemic gender discrimination suffered by persons who occupy positions in predominantly female job classes."¹ The legislation is based on the recognition that salaries should reflect the value of the work performed, and this has not been the case for many jobs traditionally held by women. It specifies a set of procedures that must be followed in order to document and remedy this particular form of inequity.

It is of great significance that pay equity applies to jobs that are not identical but can be shown to have the same value. "The principle of pay equity goes beyond the notion of 'equal pay for equal work,' since it demands 'equal pay for different but equivalent work'."² Discrepancies in salary will be assessed by comparing gender-related job categories within each institution, with provision to use external data if there are no predominantly male categories to be used for comparison.

Pay Equity Committees

Every employer with a work force of more than 100 employees has had to establish a pay equity committee, while smaller enterprises can follow a somewhat less elaborate procedure. The size of each committee is determined by the size and composition of the respective work force.

At least half of the members must be women, and two-thirds of the total

must represent the employees. For each institution, the committee must include members who can represent the major classes of predominantly female and predominantly male job categories.

The mandate of each of these committees is to develop a pay equity plan for their organization, according to four successive stages that are specified in detail by the legislation. This is a challenging and somewhat novel undertaking, and members must be provided with initial training sessions in order to prepare them for the work involved.

The legislation also stipulates that each committee must prominently publicize the results of their efforts after stage two and again after stage four (see below), in order to solicit employee contributions to the decision-making process before the pay equity plan is finalized and put into action.

Methods

Committees across the province have now begun their work, and while they must carefully follow a specific set of procedures, they are also expected to devise appropriate methods as required.

The procedure begins in stage one by obtaining the necessary statistics to identify and characterize each job category within the organization as predominantly female, predominantly male, or neutral. Definition of a job category will be based on identification of common or similar features, including duties, responsibilities, qualifications, and compensation scale, and this part of the process may prove to be fairly difficult. In contrast, it will be relatively easy to identify those categories that are gender-related, the definition being one in which 60% or more of the employees belong to the same sex. As work proceeds, employers are obliged to disclose all necessary information to their respective committees, and to assist in collecting all relevant data, while committee members are bound to protect the confidentiality of the information received.

The second stage requires the selection of methods to assess these job categories, focusing on how to quantify, or assign points for, each aspect of the responsibilities, qualifications, effort and working conditions associated with the job. The criteria used must allow the value of different job classes to be compared, and must

include the specific characteristics of predominantly female and predominantly male job classes. This stage will probably be the most complex and challenging of the tasks facing committee members, particularly in large enterprises like a university with an extensive and diverse workforce. Next, the different job categories must be evaluated according to the methods agreed upon in stage two, by assigning value points for each of the specified criteria. Equivalent categories must then be compared. This will require construction of "earning curves," relating the salary (benefits included) to the number of points, for job categories identified as predominantly female or predominantly male.

The outcome will permit an estimate of gender-related differences in salary, and facilitate a calculation of appropriate adjustments where required. A more detailed picture of this critical stage will emerge once the individual committees collect and analyze the data, and publish their methods, results and decisions.

In the fourth and last stage, the terms of payment must be decided upon in order to increase the salaries of employees within any job category that has been shown to suffer from systemic discrimination. Salary adjustments must begin no later than November 2001, be completed no later than 2005, and the employer must continue the necessary procedures to maintain equity in the future, notably when creating new job classes.

Consequences

Salary discrimination must be eliminated without detriment to any employee, and decreases in salary will not be permitted. There is a government commission to oversee the introduction and maintenance of pay equity, and penalties have been defined for employers who do not comply.

This is a formidable task, and the need to place an actual value on job characteristics that have frequently been ignored in the past will no doubt cause some sleepless nights. However, the potential benefit is enormous, and certainly justifies the magnitude of the work involved.

On average, women presently earn at least 25% less than men. Government representatives have estimated that a loss in salary of roughly 8 to 10% may be related to systemic discrimination, resulting over the years from stereotypes, social prejudice, professional segregation, and undervaluing the characteristics required in traditional

ly female jobs. Examples include skills in communication, public relations, empathy, concurrent handling of multiple tasks, organizational ability, dexterity, dealing with a confined work space or repetitive motion, to name a few.)

Within universities, the committees must assess all job categories for both academic and non-academic staff, with the exception of a few senior management positions. Salary adjustments will be based on job category, not individual evaluation, so a male clerical worker could receive an increase in salary, while a female professor in engineering (even if she is paid relatively less than her male counterparts) would not be likely to benefit from this exercise.

The definition of individual job categories within the complex structure of academic classifications will actually have a large impact on the outcome. Female representation differs remarkably between faculties, schools and departments. There are also circumstances in which women may form the majority of workers in a category (such as sessional or adjunct lecturer) that is not culturally stereotyped as a 'female' job, but may, in fact, have become one. Such categories often require highly specialized skills and qualifications, but salaries are frequently low, and the employees sometimes remain for years at the periphery of academic life, with few benefits and no security. Pay equity legislation might have a significant impact if such groups are found to consist predominantly of women.

The task has begun, and the detailed methods for bringing about pay equity are in the process of being created. It will be important, and fascinating, to observe the progress and monitor the official publications as the various committees proceed through the four sequential stages and pay equity plans are put into place throughout Quebec.

In the end this exercise should benefit many women, and men as well, within the province. It also has the potential to provide a role model for implementing salary equity in universities and in other institutions everywhere. ♀

(Edith Zorychta, Department of Psychology, McGill University.)

1. Revised Statutes of Québec, Chapter E-12.001. Pay Equity Act, 1999
2. Working Towards Pay Equity, Pay Equity Act: Highlights, Government of Québec, Pay Equity Commission, 1997

Why I Didn't Write the Article

► from page 2

as less able to have unobstructed dedication to their careers.

I was afraid many men, and many childless women, would perceive me as the whiny sort, who blame their problems on the system, society, anything to avoid recognizing that their difficulties are of their own creation.

I was afraid that when I cited data showing that, even today, the majority of women have greater household and child rearing responsibilities than their husbands, many academic women would jump up and deny their husbands were not as helpful as they should be.

I was afraid that in citing data that shows that parity correlates negatively with academic success, women

who have only one child would be enraged at being told that mothering one is far easier than mothering three or four.

I was afraid of the reaction of academic women when I advanced the hypothesis that those who had support from extended family fared much better than those who did not, because I have noticed that many women minimize the importance of this support and assistance, as if it somehow detracts from their merit.

I was afraid of being accused by feminists of not being feminist enough, and being accused by anti-feminists of wanting to have my cake and eat it too.

Perhaps I'm a scaredy-cat, as

children used to say. Perhaps I don't want to have enemies. Perhaps I'm not 100% sure of what I'm saying.

I have found that many academics, both men and women, do not like to discuss these issues. It's ok to discuss salary inequities and discrimination in hiring and promotion of women, but it's not ok to discuss career/home conflicts.

The gold standard is still this mythical man who has no obligations other than advancing his career, while his stay-at-home wife cooks his meals, does his laundry, takes care of the children and the in-laws, organizes their social life, and generally facilitates his work by not allowing any other obligations to intrude. Although

younger couples by and large no longer function according to this model, the demands of the academic clock are such that a pretty good approximation is still very desirable to some.

Being near retirement, I was also afraid that perhaps I am mired in the past, in the way things used to be, and that young academic women would resent what I had to say.

These are the reasons why I didn't write the article. ♀

(Elena Honn, Department of Psychology, Memorial University of Newfoundland.)

Women in Post-Secondary

Each year, the CAUT Status of Women Committee publishes data on women in Canadian universities from the Postsecondary Education Section of Statistics Canada, which annually collects information from university administrations across the country.

This year data are presented on the number and percent of women granted doctorate degrees by major discipline, and the number and percent of women enrolled full-time in doctoral programs by discipline, for the years 1996-97 through 1998-99. In addition, the most recent data available are included for the number and percent of women in full-time university faculty positions. These figures are broken down by three types of appointment (tenured, leading to tenure, and non-tenured) and are also presented for all full-time appointment types lumped together. The total also includes a small number of visiting and continuing faculty. The proportion of women and men in two types of full-time positions (non-tenured, and those either in tenured or leading to tenure positions) is also shown graphically, broken down by rank. The graphs only include data for 1998-99. ♀

Federal Contractors Program

The main objective of the Canadian Federal Contractors Program is to ensure that major contractors who do business with the Government of Canada achieve and maintain employment equity in their workforce.

The program applies to contractors who employ at least 100 people and who wish to bid on federal contracts of at least \$200,000. As a condition of their bid, these contractors must commit themselves to implementing employment equity and to achieving a fair and representative workforce. If employment equity measures are not created and implemented, the contractor may lose the opportunity to compete for future government business.

The list below shows the program status for universities and colleges as of January 2000. ♀

FEDERAL CONTRACTORS PROGRAM — CONTRACTS AWARDED

NOT YET REVIEWED

Camosun, St. Lawrence, Sault, Tele Université, Saskatchewan Indian Federated

UNDER FIRST REVIEW

Montréal

IN COMPLIANCE (First Review Completed)

Victoria, Memorial, Mt. St. Vincent, TUNS, Saint Mary's, Institut Armand Frapier, McGill, Université de Québec (Montréal)

IN COMPLIANCE (Second Review Completed)

Alberta, Simon Fraser, Fraser Valley, UBC, Algonquin, Carleton, Queen's, Guelph, Ottawa, Toronto, Waterloo, Western Ontario, Windsor, York, Concordia, École Polytechnique, Laval, Saskatchewan

UNDER THIRD REVIEW

Dalhousie

IN COMPLIANCE (Third Review Completed)

Calgary, Manitoba, New Brunswick, McMaster, Ryerson, Institut national de la recherche

FEDERAL CONTRACTORS PROGRAM — CERTIFIED WITH NO CONTRACTS

Grant MacEwan, Lakeland, Southern Alberta, Caribou, Northern B.C., Evergreen School Division No. 22, Humber, Loyola, Mohawk, Saskatchewan Institute of Applied S&T, Regina, Trent, Wilfrid Laurier

Le Comité du statut de la femme de l'ACPPU publie chaque année des données sur les femmes dans les universités canadiennes. Ces données proviennent de la Section de l'éducation postsecondaire de Statistique Canada.

Cette année, les données sont présentées selon le nombre et la proportion des femmes ayant obtenu un doctorat par discipline principale et selon le nombre et le pourcentage de femmes inscrites à temps plein dans des programmes de doctorat par discipline, des années 1996-1997 à 1998-1999. Ces statistiques comprennent également les données les plus récentes sur le nombre et la proportion de professeurs à temps plein. Ces données sont ventilées selon trois sortes de postes (permanents, menant à la permanence et contractuels) et sont en outre présentées pour toutes les sortes de postes à temps plein confondues. Un petit nombre de professeurs invités et de titulaires d'une nomination continue sont compris dans le total. La proportion des femmes et des hommes occupant les deux sortes de postes à temps plein (contractuels et les postes permanents ou menant à la permanence) est illustrée à l'aide d'un graphique et ventilée

WOMEN GRANTED DOCTORATE DEGREES BY MAJOR DISCIPLINE, 1998-99

DISCIPLINE	1996-97 DOCTORATES		1997-98 DOCTORATES		1998-99 DOCTORATES	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Education	218	60.1	236	62.6	225	61.3
Fine & Applied Arts	14	42.4	24	49.0	14	40.0
Humanities	212	44.5	219	46.2	213	44.2
Social Sciences	295	42.6	340	49.1	364	49.4
Agricultural & Bio. Sc.	164	35.7	163	34.3	155	35.5
Engineering & App. Sc.	73	11.2	66	9.6	74	10.9
Health Professions	199	43.5	241	49.0	218	42.8
Mathematics & Phy. Sc.	135	18.4	120	17.3	151	21.7
TOTAL ALL DISCIPLINES	1335	34.0	1437	36.0	1458	36.4

WOMEN ENROLLED IN FULL-TIME DOCTORAL PROGRAMS BY DISCIPLINE, 1998-99

DISCIPLINE	1996-97 PHD STUDENTS		1997-98 PHD STUDENTS		1998-99 PHD STUDENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Arts/Science/Interdisciplinary	193	50.8	-	-	215	53.2
Education	1327	65.0	1409	66.3	1551	66.4
Fine & Applied Arts	175	55.2	198	58.6	219	57.8
Humanities	1871	49.7	1875	50.0	1946	50.9
History	291	41.2	298	43.3	321	45.2
Library Science	15	48.4	18	45.0	33	45.8
English	476	59.3	462	60.2	440	61.1
French	251	66.4	239	64.2	284	67.6
Other Languages	278	60.4	283	61.4	275	64.0
Philosophy	171	34.5	157	31.7	149	30.1
Religion & Theology	186	35.9	187	36.7	208	37.7
Other	203	53.8	231	55.4	236	55.3
Social Sciences	2543	50.1	2760	51.6	3039	53.1
Anthropology	196	62.0	194	60.2	214	61.1
Area Studies	21	48.8	29	56.9	28	51.9
Business & Commerce	199	33.2	209	33.9	228	34.4
Economics	114	24.3	116	27.4	121	28.1
Geography	141	37.0	144	37.9	155	38.3
Law	50	39.1	63	43.4	88	45.8
Environmental Studies	81	43.8	112	44.4	99	39.9
Political Science	226	38.0	248	39.2	246	39.7
Psychology	1061	67.9	1163	68.7	1329	70.1
Social Work	74	73.3	91	75.8	109	79.0
Sociology	318	55.6	331	56.8	359	59.9
Other	62	48.4	60	45.5	63	49.2
Agricultural & Bio. Sc.	873	38.0	892	40.1	943	41.1
Agriculture	188	36.1	171	35.9	167	36.1
Biochemistry	91	33.3	105	38.5	124	40.3
Biology	356	36.0	381	39.4	416	40.7
Botany	44	47.8	44	47.8	37	43.5
Household Science	68	64.8	68	64.2	70	65.4
Veterinary Sciences	48	41.4	46	40.7	52	43.7
Zoology	72	37.7	73	39.0	74	41.1
Other	6	46.2	4	33.3	3	30.0
Engineering & App. Sc.	460	13.8	489	15.6	479	16.2
Architecture	13	44.8	17	50.0	22	40.0
Forestry	35	19.1	31	19.0	30	20.7
Chemical Engineering	80	20.6	77	21.4	82	24.1
Civil Engineering	78	14.4	94	18.4	85	17.8
Electrical Engineering	92	10.5	104	12.9	105	13.9
Mechanical Engineering	60	9.9	60	11.2	54	11.3
Other	102	14.2	93	14.4	101	14.5
Health Professions	1131	46.7	1172	47.4	1324	48.9
Dentistry	11	28.2	9	30.0	10	32.3
Medicine	656	41.8	692	-	777	44.0
Nursing	73	96.1	89	96.7	104	97.2
Pharmacy	104	49.1	88	45.6	115	47.1
Rehabilitation Medicine	19	76.0	24	77.4	23	74.2
Other	268	53.7	270	53.6	295	56.0
Mathematics & Phy. Sc.	719	21.8	737	23.4	777	24.7
Chemistry	286	28.5	298	30.1	307	31.2
Computer Science	85	18.7	85	18.6	99	19.8
Geology	88	22.5	98	28.3	101	32.5
Mathematics	111	18.7	115	20.1	124	21.8
Physics	106	14.6	102	15.5	113	17.0
Other	43	33.3	39	30.7	33	27.7
TOTAL PHD ENROLLMENT	9364	40.6	9786	42.5	10524	44.2

NOTE: In both tables above, total includes a number of doctoral degrees or students for which the disciplines are not known, nor listed. Subjects included in "Other" disciplines is not consistent from 1996-97 through 1998-99, therefore these figures are not comparable.

SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.

Education

selon le rang. Les graphiques ne comprennent que les données de 1998-1999. ♀

Programme de contrats fédéraux

En vertu du Programme de contrats fédéraux, un organisme qui compte 100 employés ou plus et qui désire soumissionner des contrats de plus de 200 000 \$ doit s'engager à réaliser l'égalité en emploi. Cette condition en vertu du Programme de contrats fédéraux touche quatre groupes cibles ou désignés.

Le Programme de contrats fédéraux exige des universités et collèges de se conformer à un plan d'action détaillé en plusieurs étapes s'ils veulent obtenir des fonds. Si les mesures pour assurer l'égalité en emploi ne sont pas réalisées et mises en oeuvre, le contractant risque de ne plus pouvoir soumissionner d'autres contrats fédéraux.

En 2000, 53 universités et collèges ont reçu une attestation de conformité au programme. Le fédéral a accordé des contrats à 40 universités et collèges. ♀

FULL-TIME UNIVERSITY FACULTY BY TYPE OF APPOINTMENT, GENDER & INSTITUTION, 1998

UNIVERSITY	TENURED		LEADING TO TENURE		NON-TENURED		ALL APPOINTMENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
NF Memorial	144	23.8	24	31.6	7	43.8	175	25.1
PE UPEI	31	25.6	21	50.0	3	18.8	55	30.7
NS Acadia	30	20.8	14	38.9	9	36.0	54	26.3
Atlantic School of Theology	2	22.2	-	-	1	100.0	3	30.0
Sainte-Anne	12	44.4	2	100.0	-	-	14	43.8
Dalhousie	90	21.2	36	44.4	47	54.7	173	29.2
Mt. St. Vincent	69	55.6	10	76.9	2	100.0	81	58.3
NSCAD	-	-	-	-	17	40.5	17	40.5
St. Francis Xavier	30	22.1	25	54.3	4	30.8	59	30.3
St. Mary's	31	20.0	20	50.0	2	33.3	53	26.4
Cape Breton	18	21.2	3	30.0	5	62.5	26	25.2
NB Mt. Allison	17	20.0	7	25.0	5	41.7	29	23.2
UNB	88	22.0	48	46.6	26	45.6	162	28.9
Moncton	48	24.9	29	50.0	20	41.7	97	32.4
Shippagan	9	50.0	6	54.5	-	-	15	51.7
St. Louis Mallet	6	15.4	7	58.3	2	28.6	15	25.9
St. Thomas	10	20.0	10	66.7	6	66.7	26	35.1
PQ Bishop's	24	26.1	1	50.0	-	-	25	26.6
McGill	265	24.5	27	47.4	-	-	292	25.6
Montréal*	379	25.5	4	28.6	0	0.0	383	25.5
Québec	519	25.4	1	100.0	0	0.0	520	25.4
Laval	306	22.1	2	28.6	-	-	308	22.1
Sherbrooke	111	21.0	6	60.0	-	-	117	21.7
Concordia	182	30.0	15	39.5	-	-	197	30.5
ON Brock	67	25.4	24	58.5	7	43.8	98	30.5
Carleton	123	23.8	14	28.0	29	65.9	166	27.2
Guelph	114	20.3	14	27.5	7	31.8	125	21.3
Iakehead	44	21.9	12	34.3	1	50.0	57	23.9
Laurentian**	62	24.1	15	51.7	13	40.6	90	28.3
Algoma	3	11.5	1	20.0	-	-	4	12.9
Hearst	3	42.9	2	66.7	-	-	5	50.0
McMaster	75	17.7	16	31.4	18	58.1	109	21.6
Ottawa	174	28.1	50	46.3	10	31.3	234	30.8
St. Paul	2	9.1	6	18.2	1	33.3	9	15.5
Queen's	94	19.4	47	49.5	13	56.5	154	25.5
Toronto	/	/	/	/	/	/	/	/
Trent	45	27.1	11	45.8	3	100.0	59	30.6
Waterloo	89	16.2	34	30.4	19	31.1	142	19.7
Western***	104	16.9	75	40.8	56	54.9	235	26.1
King's	9	18.8	2	25.0	-	-	11	19.6
Windsor	99	26.5	17	47.2	3	42.9	119	28.6
York	256	29.0	81	50.3	11	32.4	348	32.3
Wilfrid Laurier	/	/	/	/	/	/	/	/
RMC	7	5.4	-	-	3	7.0	10	5.8
Ryerson	123	34.7	41	43.6	10	33.3	174	36.4
Nipissing	12	27.9	2	28.6	11	45.8	25	33.8
MB Brandon	17	17.3	10	52.6	5	38.5	32	24.6
Manitoba	108	17.0	66	51.6	40	63.5	214	25.9
Winnipeg	43	26.4	11	33.3	25	44.6	79	31.3
St. Boniface	/	/	/	/	/	/	/	/
SK Saskatchewan	97	17.7	25	42.4	22	37.3	144	21.6
Regina	49	21.6	30	44.1	15	39.5	94	28.2
St. Thomas More	5	27.8	2	40.0	4	80.0	11	39.3
AB Alberta	229	25.1	94	39.8	-	-	323	28.2
Calgary	165	23.9	53	39.6	49	49.0	267	28.9
Lethbridge	/	/	/	/	/	/	/	/
Athabasca	/	/	/	/	/	/	/	/
Augustana	3	8.3	9	56.3	1	50.0	13	24.1
BC UBC	234	21.1	74	40.0	32	60.4	340	25.3
Simon Fraser	100	20.4	36	36.7	15	48.4	151	24.4
Victoria	126	25.5	43	61.4	20	60.6	189	31.7
UNBC	12	25.0	32	46.4	-	-	44	37.6

NOTE: "All Appointments" includes the other three listed categories, plus "Visitors" and "Continuing."

O No women with this appointment type.

- No men or women with this appointment type.

/ Data not available

* Data includes École Polytechnique & École des Hautes Études Commerciales

** Data includes Huntington, Sudbury & Thornloe campuses

*** Data includes Brescia & Huron colleges

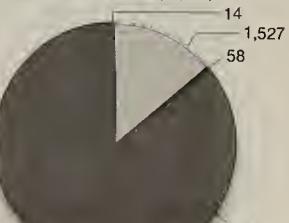
FULL-TIME FACULTY BY GENDER, TYPE OF APPOINTMENT AND RANK, 1998

	Female Non-Tenured	Female Tenured/Leading to Tenure	Male Tenured/Leading to Tenure	Male Non-Tenured
TOTAL 4 RANKS (26,190)	448	6,407	18,683	652

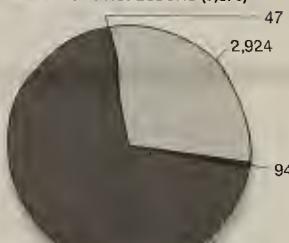
NOTE: Data are for Canada for 1998-99. A number of theological and campus colleges are included. Visitors and continuing appointments are excluded.

SOURCE: Statistics Canada, Postsecondary Education Section. Unpublished data. Non-medical/dental faculty only.

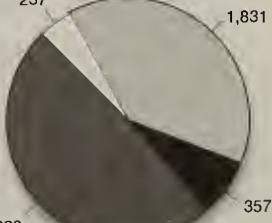
FULL PROFESSORS (11,023)



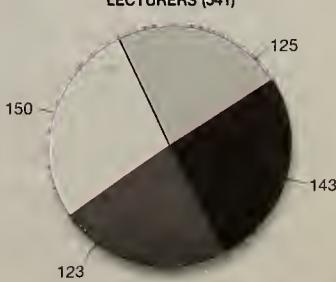
ASSOCIATE PROFESSORS (9,873)



ASSISTANT PROFESSORS (4,753)



LECTURERS (541)



SOURCE: Statistics Canada, Postsecondary Education Section. Unpublished data.

A Vision of UBC for Women

By Valerie Raoul

The following joint statement was submitted to the president of UBC in the spring of 1998:

The University of British Columbia (UBC) could become a model place for work or study for women faculty, staff and students, if the following elements are prominent in establishing its vision for the future:

1. Equitable hiring and career advancement, demonstrated by ongoing statistical analysis. The faculty and staff should increasingly reflect the diverse composition of the student body (e.g. gender and ethnic background).
2. Fair employment practices, based on equal pay for work of equal value, equitable pensions and benefits, and recognition of the contribution of sessional lecturers and other contract employees by better salaries and greater job security.
3. Continuing pro-active measures to increase the number of women in male-dominated fields and to encourage women to take on leadership roles.
4. Greater attention to teaching in the promotion and tenure process, as well as to innovative research, and to the types of service work often disproportionately undertaken by women.
5. Curriculum review to ensure the representation of women and their perspective, and the inclusion of gender analysis wherever possible.
6. Family-friendly policies, including flexible daycare hours and parental leave, job-sharing, and part-time work or study available at all levels including the PhD.
7. Ongoing commitment to eliminate discrimination and harassment of all kinds and to maintain a safe campus.

Susan Boyd, Chair, Feminist Legal Studies, Faculty of Law

Terry Crawford, Chair, Faculty Association, Status of Women

Sharon Kahn, Vice-President, Equity
Judith Myers, Associate Dean, Faculty of Science

Valerie Raoul, Director, Centre for Research in Women's Studies

Peggy Ross, Associate Dean, Faculty of Medicine

Marsha Trew, Women Students' Office

How Are Women Doing at UBC?

In the fall of 1999, the UBC Faculty Association's Status of Women Committee, in collaboration with the Centre for Research in Women's Studies and Gender Relations and the Women Students' Office, organized our second open forum with UBC

President Martha Piper and Vice-President, Equity, Sharon Kahn, to address the question "How are Women doing at UBC?". The discussion was timely, as UBC is currently engaged in developing a campus-wide academic plan, as well as plans for individual units—the outcome of an earlier "vision" document (Trek 2000) prepared after extensive consultations.

The discussion focused on issues that still need to be addressed if UBC is to become an outstandingly good environment for women (staff, students, and faculty).

The list, prepared in 1998, includes items related to equitable hiring and working conditions, as well as positive measures to encourage the representation and full participation and recognition of women and other designated groups.

One central goal—that the faculty body should increasingly reflect the gender and racial diversity of the student body—was prominently quoted on the first page of the Trek document. Speakers pointed out, however, that while it is true that more women have been hired in recent years, few of these belong to visible, aboriginal or "disabled" minorities, and over the same period we have lost a considerable number of women, through job dissatisfaction or early retirement.

There is a sense that we take two steps forward and one step back. While there have been instances of backlash, the general impression is more of an undertow, or ebbtide, as our gains appear to be receding.

At UBC there are a number of things that taken individually, may seem insignificant, but together contribute to a sense that good intentions, initially implemented with determination, are subsequently (and unconsciously) being watered down.

For example, in 1987, a Special Equity Fund was set up to rectify an average \$2000 salary discrepancy between men and women with equal qualifications and experience: \$400 was to be given to women faculty for five years. In fact, the full amount was never paid.

Around that time an advisor to the president on gender issues was appointed, a position subsequently rolled together with two others, to form an equity office responsible for race relations and multiculturalism, as well as gender, aboriginal, disability, and sexual harassment issues. The UBC job advertisement was modified to include wording strongly encouraging the candidacy of designated group members. This has now reverted to a blanket statement that "all qualified applicants are welcome to apply." An addendum that the position may be at

a higher rank for an exceptionally well qualified woman no longer appears.

In a similar manner, the McEwen report on the political science department initially resulted in steps to address student concerns, but the subsequent furore eventually produced an apology to the department's professors, rather than to the students who had complained.

A more recent sexual harassment case in which judgement was in favour of the complainant has also resulted in letters to the press attempting to discredit and ridicule the complainant. A similar dynamic is evident in current debates over the recognition by MIT that women scientists had experienced discrimination there (see *The Chronicle of Higher Education*, Dec. 3, 1999, and *The Globe and Mail*, Dec. 16, 1999).

Those who ridicule the principles of equity legislation (and even of the Charter of Rights and Freedoms) are frequently ardent defenders of the twin goals of "academic excellence" and "academic freedom". In the draft academic plan that has succeeded the Trek document, "academic freedom" is accorded first priority. Yet there is a danger in blindly defending this concept, without further analysis of who has the freedom to do (or say) what, to whom, and with what consequences.

An emphasis on "equal" (?) opportunity or access, rather than on specific positive measures to increase the presence of designated under-represented groups, also leads to a deviation of the term "diversity," to refer not to these groups, but to categories such as distance learners or people with non-traditional academic profiles.

The Women Students' Office has received messages implying that since women are now a majority of students, male students should be the ones receiving special workshops aimed at greater achievement. This attitude neglects to consider the reasons why women are still congregated in certain fields, or under-represented at the PhD level.

A recent publication entitled *Equity and How To Get It: Rescuing Graduate Studies*¹ makes a strong case for educational equity as a necessary first step towards employment equity, and for reform of pedagogy and curriculum as essential to real diversity at all levels. After the McEwen report, our faculty of graduate studies developed admirable and detailed guidelines aimed at improving conditions for all graduate students, and designated groups in particular. Implementing this agenda, however, requires a good deal of time and effort, as well as goodwill from all concerned. The same

issues emerge in an international collection of essays recently published by the Equity and Diversity Unit at the University of Sydney, Australia, entitled *Winds of Change: Women and the Culture of Universities*,² based on a conference held there in 1998.

The UBC academic plan promotes innovative teaching and interdisciplinarity, as well as community connections. It promises a variety of models for future performance assessment, which should allow for an emphasis on teaching, or for more non-conventional forms of participation, and action-oriented research.

These are all aspects welcomed by many women faculty, especially feminists. Yet the creation of such categories (especially in conjunction with the new millennium research chairs) risks producing a new hierarchy, in which the majority of women will still find themselves at the lower level.

As with spousal appointments, a gesture which seems consistent with the goal of acquiring and retaining more excellent women faculty may, in fact, work mainly to benefit men. Yet we certainly need more women at the higher ranks. At our meeting with President Piper, she heard how many faculty women are overcommitted, burdened by an excess of committee work (because a senior woman is needed) and supervision of too many graduate students (who want to work with a sympathetic woman, or do feminist research).

One research topic recently proposed by Status of Women Canada is "Where have all the women gone?". The Canadian Women's Studies Association is preparing to start a project to answer that question.

What happens to our female graduate students after graduation? UBC is shortly to undertake an exit survey of graduate students, which will hopefully provide some indications of how likely it is that the proportion of women (and minority) faculty will rise, as many of us (including women) retire en masse.

Mentorship of our younger female colleagues will continue to be of utmost importance, and we must also pass on an awareness of the need for constant vigilance, to ensure that they do not lose what was gained at the cost of great effort. ♀

(Valerie Raoul, Centre for Research in Women's Studies and Gender Relations, University of British Columbia.)

1. *Equity and How To Get It: Rescuing Graduate Studies*, ed. Kay Armstrong, Toronto: Iranna Pubs. 1999

2. *Winds of Change: Women and the Culture of Universities*, Proceedings of an International Conference held in Sydney, Australia, July 1998.

The Status of Women Supplement is published by the Canadian Association of University Teachers.

The views expressed are those of the authors and not necessarily those of CAUT.

Balancing Work & Family

By Jennifer A. Mather

We might conclude that women's problems fitting into academia are a thing of the past as we see more and more women becoming university professors. But a new problem has arisen: many people, by no means just women, are discovering that the job asks more of them than it is possible to give.

The people doing the job have changed but the perceptions and rules have not. As a result, balancing work and family has become an onerous task of hard choices and overwork for academics, and as most family work is still carried on by women, the burden is heavier for them.

This may be a major contributor to the 'leaky pipeline' phenomenon of female dropout—many women look at the lifestyle and choose not to get into the academic rat race. The academic rat race can be described as working a 60-hour week or more, having to corral major grant funding for your research and produce paper after paper, while manoeuvring through often-vicious politics and teaching bigger and bigger classes. When the academic job is more than full time, it's not surprising that piling family responsibility onto it makes the dual task sometimes impossible.

Two aspects of the combination probably increase the stress. One is 'boundary setting,' the implicit or explicit assumption of how long you should work. In knowledge work like academia, time boundaries are not clear—in theory we can work as long as it takes to get the job done. Who sets boundaries and how? Colleagues can now send e-mails on nights and weekends, sometimes anticipating an immediate reply. Their clear boundaries for on-work time are seven days a week, no limits. Boundaries can also be explicitly extended by administrators. Some are fond of setting important meetings over breakfast at 8:00 a.m. and it takes a brave person to say "No."

Another aspect of work-family conflict is that the two responsibilities function on different time bases. When we teach a class or run a committee meeting or conduct an important experiment, we are time-specific. Especially for class, we have to be there and we know when it is. I watched one of my colleagues lecture in his second year class with such a bad cold and laryngitis that he got out of bed

to do it, talked as required, and went right back home to bed.

In contrast, many family responsibilities are not time-specific. One is always 'on' for children, and many a time I've talked to men or women who are teaching semi-sleepless after they have been up most of the night with a young child. Time flexibility is not common for the first set of responsibilities yet vital for the second.

Many concerns arise out of these two problems. One is that the rank-and-file professoriate is no longer family-free while the older, typically male administration usually is. Think how many of our university presidents, principals, vice-presidents academic, associate vice-presidents and deans are men, married to women who aren't working outside the home. This aspect of the glass ceiling means that our leaders aren't working under the same constraints as young academics. They really don't know what women in academia are in for.

A second concern is that leave policies are only gradually catching up to the realities of our lives. After a long struggle, our faculty association failed to negotiate paternal leave for our members.

We will try again, but our administrators haven't seen that such flexibility is critical to helping people live with family and work responsibilities. We haven't even started to express concerns about helping people cope with other disasters, such as leave for illness of one's aging parents. With Alzheimer's disease a looming threat and smaller and more dispersed families, it's coming.

A third problem is the effort-centered model of productivity. Knowledge work is not time or place-specific, yet some academic administrators expect faculty members to be found at their desks between 8:30 and 4:30 every day. We face a myth that the more time you spend in your office, the better the work quality, although evidence for this is totally lacking. Most academics are driven anyway, and persuading them to cut back a bit on hours of work would be more appropriate than pushing them to do more.

Time off prevents you from becoming stale and gives you new viewpoints, as well as keeping you connected with significant others. Time off is vital, yet my guess would be that only one in 10 faculty members even take their allotted vacation, let alone work near a 40-hour week.

Another problem is arising with the expansion of communication technology. It's getting easier to take the work with you. Cell phones mean you can be available for consultation over the important lab procedure; e-mail means that students can ask questions any day of the week and any time of day.

On the personal side, communication technology also means that your family can summon you if there is a bicycle accident or a stroke—or remind you to pick up hamburgers on the way home for dinner. It enlarges our world by giving easy communication with distant colleagues and far-flung family members, and I wouldn't be without these advantages. But we have to learn how to say "No," to make times when we take off the electronic leash.

There is an interesting aspect of this overwork and overcommitment scenario: burnout. Academia used to be a place of leisure and thought, giving time to examine issues, gain wisdom and foster creativity. Mix up the overwork and the family responsibilities and you find burnout, expressed by many of my colleagues.

Ironically, when our Gender Issues Caucus held a workshop on balancing work and family, several of my female colleagues commented that they were unable to come because of time constraints.

We retire faculty sooner now—at this pace, 25 years is probably all we have to give. So the university is turning into a place of overcommitted, driven faculty at all stages of their careers. In this mix, where is the place for wisdom?

There are a lot of solutions that only require conservative academia to look around for change. Probably the fundamental one is to expand our model of 'the' academic career. In science particularly we foster the myth that excellence comes early in one's life, during the 20s and 30s, and only through total concentration and dedication. Gradually the myth is being disproved, but it tends to be self-perpetuating.

What's wrong with a permanent part-time professor? What's wrong with a faculty member dropping down to half time when his or her children are very small? One of our counsellors did this for a couple of years, and was politely asked not to come back. What's wrong with losing entry into the profession for people in

their 40s and 50s? Such flexibility would increase productivity, but universities often don't see these alternatives.

A second solution is to allow boundary control by faculty members and respect their right to set limits. During a contentious debate in our faculty on affirmative action, the session ran late in the afternoon. Finally a faculty member pointed out that she had to pick up her son from child care, and this issue should not be settled by attrition as those who had dual responsibilities were weeded out by time. We passed a motion that faculty council should not be required to meet past 4:30 and all agreed it was a reasonable boundary.

But adherence to boundaries has to be agreed upon in order to avoid negative consequences. Too often, if one sets them, superiors make monetary and promotion judgements based on the interpretation that, "She's not serious about the work."

A last solution is to have flexible and sensitive family leave policies. Right now Canadian universities commonly have parental leave for women, period. It should not matter whether the family demand is the acute illness of a 10-year-old, the extensive demands of a premature newborn or the palliative care of a spouse or a parent. Leave should be available when needed—it should be obvious to anyone that an exhausted and worried academic is not a productive one.

One of my male colleagues commented several years ago that he was happy to see more women in academia. He said it wasn't just the role modelling for students, it wasn't even the inclusion of different people that was the major benefit. He liked the values that women brought with them, and he figured that with more women in the university, the place would be transformed to a more caring and more flexible institution. Well, I like his idea. But it's going to take a lot of work before we transform the university instead of letting it transform us. ♀

(Jennifer A. Mather, Department of Psychology, University of Lethbridge.)

Suggested Reading:
MacBride-King, J.L., Bachmann, K.: *Is Work-Life Balance Still an Issue for Canadians and their Employers? You Bet It Is!* Ottawa, Conference Board of Canada. 1999.

Personal Reflections

By Joyce Friesen

This article begins with the following poem, which is particularly meaningful for the author.

Be it in art or literature,
Be it in scholarship or teaching,
Be it in administration and commerce,
Be it in service to society,
Be it in wisdom and motherhood,
Be it in philosophical quest or religious aspiration,
Be it even in spiritual realization—
Woman is intended by the Supreme
To bring the Divine Perfection to earth.
Every sphere and aspect of earth,
Its grossest needs as well as its subtlest nuances,
Must feel the touch of woman's rodent emanation.
Sri Chinmoy¹

The United Nations has declared the year 2000 as the Year of the Culture of Peace and the first decade of the millennium as The Decade of the Child. Living in peace should be our birthright.

Why then do we have difficulties and dangers of all kinds? The values of our world are often based on power and domination, coercion and control, exploitation, competition and greed. These qualities do not promote our well-being. Having been disconnected from the web of life, we have lost the balanced wisdom of nature. We have chosen materialistic logic as the only reality.

The academic world formed by elite ecclesiastical power has now become the handmaiden of elite corporate power. As Harold Innis said, "The descent of the university into the market place reflects the lie in the soul of modern society."²

What has been the cost to women to succeed in this hierarchical corporate structure? We have increased our representation in the academic world, but by competing to fit in to the patriarchal model, we have lost some of

our strength. The choice should not be either against us as a whole person, or for the institution.

Decreased funding, which I believe has been deliberately encouraged by private interests, has led to workload stresses and low level depression. Perhaps one of the performance measures of our institutions should be how happy, peaceful, and contented our students, staff and faculty are.

When we start to question what we observe, and when we are no longer willing to live an unexamined life, we become seekers of truth. When we begin to trust our selves and accept and develop our natural talents—those innate qualities of intuition, care, compassion, understanding, and cooperation—our path will give us peace and the strength to become leaders in our institutions. When we manifest these qualities, we can pass them on. We move beyond fear to freedom, to see other points of view, to question, to explore.

This millennium will be one of transformation to the culture of peace only if we choose to take responsibility for our personal and professional relationships, making the two worlds seamless³. It is in our relationships that we can become significant role models. We must become conscious of the oneness of all life and become aware that all life is interrelated, interconnected and interdependent. We must become mindful of the universal law of cause and effect or karma, or reaping what you sow. Whatever we feel, think or say will come back to us.

We need to stop fighting amongst ourselves, realizing that the true enemy is our own negative thoughts and attitudes. Strength can only be developed through self-discipline. Love is the magnet, which holds all things together. Fear is the vibration, which pulls apart and destroys.

Whether in classrooms, where we can influence the next generation of the leaders of society; in research, committee work or community service, we have an opportunity to use our academic freedom to challenge

the current control of our campuses.

While we can influence others, it is only ourselves that we can change. How we communicate can either create oneness or division. For instance, throughout the educational system, we are hearing the word "training" over and over again. We are training students to compartmentalize information, not educating them to think critically and be tolerant of other viewpoints.

What can we do to exemplify the qualities of justice, prudence, temperance, fortitude, and charity in transforming our world into a kinder society? We must critically examine our own negative patterns, and make a choice to change. Standing still is no longer an option: we are part of the solution or part of the problem. We are the creators of our circumstances, in the energy of each act or thought we can either bring about peace or destruction. Creating inner peace will give us outer freedom. We must lift our heads, and realize that we do have the time to instigate change, if we choose to take it.

One of the relationships we can challenge is the corporate and university-for-profit model, which has overtaken our institutions. In our search for a quick fix, driven by profit, we have accepted a model which has brought us neither wisdom, nor happiness.

We can begin to acknowledge that our human existence is body, mind, and spirit and that they are connected in ways that we cannot yet comprehend. We never will if we continue fragmenting our world rather than working towards integration and wholeness. ♀

(Joyce Friesen, Libraries, University of British Columbia.)

1. Chinmoy, Sri. *Man and God*. New York, Chinmoy Publishing Co., 1971
2. Innis, Harold. *Political economy in the modern state*. Toronto: Ryerson Press, 1946.
3. Hellwell, Tanis. *Take Your Soul to Work*. Random House of Canada. 1999.

A Voice from the Past

By **Vera Golini**

At times I feel we are reinventing the wheel when it comes to our thoughts on equity, the value of women's work, and the parity of women and men. The questions and issues we face now have been eloquently considered in the past, and a poem from a celebrated woman of the Italian Renaissance might be as worthy an article as any I might write on equity.

I have provided a translation from the Italian, and it may please you to read it for its clarity, its common sense, and its truths. One hundred years after Columbus discovered America, Italian women were already convinced that men and women are equal in all ways, but that family and society shaped men's and women's characters and abilities differently. Modesta's acute reasoning makes her argument all the more convincing. I am not sure that after 400 years, our points of view are that much different from hers. The question to consider is the difference in our limitations.

Women's Worth

Modesta Dal Pozzo (1555-1592)

*Women in every age by Nature were
With sound judgment and brave hearts endowed,*

*And no less fit to demonstrate with zeal
Men's wisdom, core, and worth, were born,
And why then, if they bear a common stomp,
If their substances be not different,
If they have one food, one speech alike,
Should they then differ in good sense and courage?*

*There have been always and still are (whene'er
A woman decides to put her mind to it)
Successful women warriors, more than one,
Who wrest both prize and rank from many men;
So too in letters and in every
Enterprise man undertakes or speaks of,
Women have been and are full well so fruitful
That they have no cause to envy men.*

*And, though worthy in itself, their number
In positions of high fame is not large;
This is because to splendid and heroic acts
They have not addressed their hearts in more
respects.*

*Gold left hidden deep within the mines
Is no less gold for being buried there,
And when extracted and well worked upon
Is just as rich and fine as other gold.*

*If, when a daughter to a father is born,
He were to set her with his son to equal tasks,*

*She would not in lofty enterprise or light
Inferior or unequal to her brother be;
Or were he to place her in orned squadrons
With him, or allow her to learn some liberal art;
But because she is reared to other things,
Small esteem her education brings.*

Little is known about Modesta Dal Pozzo except that like some other eminent Italian women writers of the late Renaissance, she lived in Venice. Married with children, she wrote a prose treatise of considerable importance today titled "The Worth of Women," which was published after her death as a result of her daughter's interest in her writings. Volumes of Modesta's poetry first appeared in 1581, 1582, and 1583. Her works are known also under her pseudonym *Moderata Fonte*, which symbolizes both her modesty—"moderate" and her wellspring of good sense—"fountain." ♀

(*Vera Golini, Women's Studies, University of Waterloo.*)

The translation is found on p. 23 in: *The Defiant Muse: Italian Feminist Poems from the Middle Ages to the Present*. B. Allen, M. Kittel, K. Jewell eds. NY: The Feminist Press, 1986

STATUS OF WOMEN CONFERENCE

OCTOBER 26-28, 2000, WINDSOR ONTARIO

MOBILIZING FOR THE 21ST CENTURY

CONFERENCE AGENDA

THURSDAY, OCTOBER 26

8:00 - 9:00 PM

KEYNOTE SPEAKER—MAUDE BARLOW
National Chairperson, Council of Canadians

Ms. Barlow is a political activist, author, media commentator and an advocate for social justice. She is now on the planning committee of the International Forum on Globalization and working toward international cooperation in setting labour, social and environmental rules in a global economy. She is the author of the best selling books "Parcel of Rogues: How Free Trade is Failing Canada"; "Take Back the Nation"; "Class Warfare: The Assault on Canada's Schools" with educator Heather-jane Robertson and her new book "Straight Through the Heart", co-authored with Bruce Campbell, a critical examination of the Liberal Government's role in Canada's social programs. Some of her accomplishments include: Vice-President, Women Associates Consulting Inc. 1975-80; Director, Office of Equal Opportunity, City of Ottawa 1980-83; Sr. Advisor on Women's Issues to the Prime Minister of Canada 1983-84; Honorary Doctor of Laws, Memorial University of Newfoundland 1996; Lifetime Member B. C. Teachers' Association and Ontario Public School Teacher's Association 1997

9:00 - 11:00 PM

RECEPTION

FRIDAY, OCTOBER 27

9:00 - 10:30AM

STRATEGIES FOR DEALING WITH DISCRIMINATION

A panel of activists from academia, the labour movement and social movements shares its tactics and experiences in mobilizing against discrimination. Discussion will include how to use the media, collective bargaining and direct action to achieve equity goals.

10:30 - 10:45AM

BREAK

10:45 - 12:00PM

THE WORK — FAMILY BALANCE

A panel on the challenges of the work-family balance, including strategies for creating an accommodating work place. Topics include parental leave policies, childcare and tenure and promotion criteria.

12:00 - 1:30PM

LUNCH

1:30 - 3:00PM

WOMEN'S STUDIES

The past two decades have witnessed a growth of Women's Studies Programs in Canadian Universities. The panel discussion provides an overview of the history, the present status and projections for development in the 21st century.

3:00 - 3:30PM

BREAK

3:30 - 5:00PM

CONTRACT ACADEMIC STAFF

This panel will highlight some of the concerns identified by contract staff, ones which often pertain especially to women; the ethical issues related to academia's maintaining an underclass of often part-time, undervalued and underpaid academics; problems arising in trying to mobilize any group of disconnected people; plus success stories on how some faculty associations have fought successfully for their contract staff.

SATURDAY, OCTOBER 28

WOMEN IN FACULTY ASSOCIATIONS

Faculty associations provide a powerful network for initiating change. This panel will focus on strategies to work effectively within your faculty associations to mobilize support for equity issues in the 21st century.

9:00 - 10:30AM

BREAK

10:30 - 10:45PM

MENTORING AND NETWORKING

This session focuses on how we can create and use networks to advance specific issues and how mentoring can be a powerful force of support for women at various times in their career.

12:00 - 2:00PM

SARAH SHORTEN AWARD LUNCHEON

2:00 - 3:30PM

EQUITY ISSUES WORKSHOP

This workshop includes dealing with issues like What's a Faculty Association to Do When...salaries of newly hired faculty exceed those of faculty with ten years service?; your best women are raided by another university?; your equity program is not working?; academic programs are being closed?

3:30 - 3:45PM

BREAK

3:45 - 5:15PM

DIALOGUE WITH SWC

Round table discussion with conference participants to discuss cooperative strategies to address equity issues across the country.

5:15 - 5:30PM

CLOSING COMMENTS

CAREERS CARRIÈRES

ence, a proven research record, and a strong commitment to teaching, as well as teaching at the graduate and undergraduate levels. Most appointments will be at the assistant professor level; however, we will consider associate and full professor appointments for outstanding candidates. We offer an environment that is friendly and supportive of research and teaching. We invite applications from individuals with the challenges to help you be your best, and the support to help you succeed within an academic environment. Due to departmental goals of a research university, a proven record in research and teaching is required at the undergraduate level, to participate in the curriculum development of the Bachelor of Commerce Program with regard to MIS courses and to be involved in teaching activities of the Department. The position requires a minimum of a Master's degree, preferably in Management Information Sciences and evidence of teaching ability. The Department of Consumer Studies is part of the College of Business and Applied Human Sciences, Faculty of Arts. This department participates in the Honours Bachelor of Commerce Program through its Marketing Management and Housing and Real Estate Management majors and by providing undergraduate management information education for the Commerce Program as a whole. The appointment

qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

CONSUMER STUDIES

UNIVERSITY OF GUELPH, COLLEGE OF SOCIAL AND COMMUNITIES STUDIES The College of Social and Community Studies at the University of Guelph, invites applications for a two (2) year full-time (negotiable) contractually limited position (2 years) at the rank of Lecturer. The successful candidate will require a minimum of a Master's degree in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. A strong record of teaching and research in Marketing. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified Aboriginal Canadian persons with disabilities, members of visible minorities and women.

will be effective July 1, 2000. Salary is competitive and commensurate with the individual and the negotiated time commitment (two (2) to four (4) years). Please send curriculum vitae and names of three referees by May 1, 2000, to Dr. Marjorie Wall, Chair, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. A strong record of teaching and research in Marketing. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified Aboriginal Canadian persons with disabilities, members of visible minorities and women.

CRIMINOLOGY

THE UNIVERSITY OF WINDSOR invites applications for positions in Criminology. Visit our web site for information www.uwindsor.ca/facdevpositions or contact Dr. L. Phillips, Head, Department of Sociology and Anthropology, University of Windsor, Windsor, ON N9B 3P4, Tel: 519-253-3000, Ext 1190, Fax: 519-971-3621, Email: lynn@uwindor.ca

DRAMA

MCMASTER UNIVERSITY — The School of Arts Drama and Music at McMaster University invites applications for a ten month, contractually limited position in Acting and Directing. The successful candidate will require a minimum of a Master's degree. Previous professional experience in Acting and Directing is required. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified Aboriginal Canadian persons with disabilities, members of visible minorities and women.

and enhance the interaction between the various research programs within our department. The priority fields for these appointments and non-exclusive examples of areas of expertise sought are as follows: (i) Mineral deposits geology — chemistry of ore fluids, stable isotope geochemistry, hydrothermal geology, mineralization processes; (ii) Applied geo-physics — seismic, computational and experimental examination of Earth's near-surface properties and structure, application to environmental, exploration and engineering geophysics; (iii) Origin and evolution of organic hydrocarbons and carbon-rich sediments, early diagenesis of organic compounds, metal-phospholipid interactions on the molecular scale, stable isotopes and organic compounds as tracers of organic matter; (iv) Geotechnical — (a) Geological engineering (geotechnical) — remote sensing, geotechnical or geo-physics methods to characterize weak rock and coarse soil; (v) This appointment may be jointly with a faculty department. Consideration will be given to applications in other areas that fall within the long-range hiring plan of the department (see www.uwindsor.ca/) may also be considered. Appointments will be at the assistant professor level. Preference will be given to applicants of qualified females who are nominated at a higher rank. We particularly encourage women to apply as we may be able to expand our hiring program through the Natural Sciences and Engineering Research Council (NSERC) University Faculty Award Program. Applications must possess a PhD in accordance with Canadian immigration requirements; this advertisement is directed to Canadian citizens and permanent residents. McMaster University is committed to employment equity and encourages application from all qualified candidates, including Aboriginal peoples, persons with disabilities, members of visible minorities and women.

DRAMA/ART
THE UNIVERSITY OF WINDSOR

invites applications for two one-year term positions in the areas of Acting/Drama and Theatre. Visit our web site at www.uwindsor.ca/facdevpositions or contact Prof. Dr. Mandy Kelly, Chair, Dramatic Arts, University of Windsor, Windsor, ON N9B 3P4; Tel: 519-253-3000, Ext 2605; Fax: 519-971-3629; Email: mandy@uwindor.ca

EARTH & OCEAN SCIENCES

THE UNIVERSITY OF WINDSOR invites applications for two one-year term positions in the areas of Acting/Drama and Theatre. Visit our web site at www.uwindsor.ca/facdevpositions or contact Prof. Dr. Mandy Kelly, Chair, Dramatic Arts, University of Windsor, Windsor, ON N9B 3P4; Tel: 519-253-3000, Ext 2605; Fax: 519-971-3629; Email: mandy@uwindor.ca

EARTH & OCEAN SCIENCES

UNIVERSITY OF BRITISH COLUMBIA — Department of Earth and Ocean Sciences — Department invited for two one-year term positions.

We seek individuals who have proven ability or exceptional potential in research, excellent communication skills for teaching and leadership potential in order to augment and complement current activities in the department. We seek outstanding applicants who will establish vigorous and well-funded research programs

as well as teaching and research interests.

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CAREERS CARRIÈRES



UNIVERSITY OF
CALGARY

WOMEN'S POSITIONS - SCIENCE

The Faculty of Science anticipates nominating a number of highly qualified women for Natural Science and Engineering Research Council (NSERC) University Faculty Awards in the competition, which closes November 1, 2000. Successful nominees would assume a tenure-track position at the rank of Assistant Professor in the Faculty normally effective July 1, 2001. Placement on the salary scales would depend on experience. (The salary range at the Assistant Professor level for 2001-2002 is \$48,000 - \$71,000, subject to a reopener.)

The Faculty of Science has six departments: Biological Sciences, Chemistry, Computer Science, Geology and Geophysics, Mathematics and Statistics, and Physics and Astronomy, and offers programs in Earth Science and Environmental Science jointly with the Faculty of Social Sciences. High emphasis is placed on the quality of research, as well as the commitment to provide exceptional quality programs of instruction, which integrate research into the curriculum. Visit www.ucalgary.ca/UofC/faculties/SC/SC.html

Highest priorities for appointments are in the areas of: Eukaryotic Genetics, Comparative Physiology, Plant Cell/Molecular Biology, Biocomputing/Bioinformatics, Terrestrial Community/Ecosystem Ecology in Biological Sciences, Environment Chemistry, Organic Chemistry, Mathematics and Statistics, and Physics and Astronomy. Applications in other disciplines within the Faculty will also be considered.

In accordance with NSERC regulations for the awards, applicants must be female and Canadian citizens or permanent residents. Applicants must either hold a doctorate degree, or have completed all the requirements for such a degree by the time they take up the appointment. Post-doctoral experience would be a strong asset, particularly in the laboratory sciences. For information about the University Faculty Awards program, see www.nserc.ca/programs/ufa_e.htm

Applicants should submit their c.v.'s, two copies of preprints and reprints, a summary of research interests and a detailed research proposal along with a teaching dossier with information about teaching experience and philosophy to: **P. M. Boorman**, Dean of Science Fax: (403) 282-9154 Email: mborman@ucalgary.ca

While late applications will be considered, applicants are asked to send their materials by **May 15, 2000** to allow sufficient time to evaluate the fit with Faculty priorities and prepare the application to NSERC. Applicants should also arrange for three confidential letters of reference to be sent directly to the same address by that date.

GEOSPATIAL TELEMATICS

The Department of Geomatics Engineering invites applications for the position of Assistant Professor (tenure-track) in Geospatial Telematics, effective January 1, 2001. Applicants should have a PhD in engineering or applied science.

Demonstrated expertise in several of the following areas is required: real-time data management, integration and fusion, wireless data transmission, data uncertainty management and quality assurance, and distributed geospatial information systems. The position is expected to interface with all related disciplines of geomatics engineering. The successful applicant will conduct both teaching and research in geomatics engineering, with emphasis on geospatial telematics. The applicant is expected to develop a strong research program and should be capable of attracting external funding for these research activities and graduate student support. The selected candidate must also have the capability and the flexibility to teach undergraduate fundamental engineering courses. The successful candidate is expected to register as a Professional Engineer in the Province of Alberta.

The Department of Geomatics Engineering is actively involved in all aspects of geomatics engineering and comprises 34 faculty members, 60 graduate students and 40-50 students in each year of the undergraduate program. State-of-the-art geomatics engineering equipment and computer facilities are available. Related information can be found at <http://www.ensu.ucalgary.ca/>

Applications should include a detailed curriculum vitae and a complete list of publications by **July 15, 2000**. Three letters of reference should be sent directly to: Head, Department of Geomatics, University of Calgary Fax: (403) 284-1980 Email: info@geomatics.ucalgary.ca

ASSISTANT DIRECTOR, CLIENT SERVICES

Dynamic, client-focused, flexible organization seeks a leader to coordinate services to its constituents. The University of Calgary Library is a major research library with a collection of approximately 5 million items serving a population of 23,000 students in 16 faculties. The Library's new Information Commons has quickly become the focus for new innovative services and has led to increased levels of service activity throughout the organization.

The University of Calgary Library invites applications for the position of Assistant Director, Client Services. Reporting to the Director, Information Resources, the incumbent is responsible for leading the development of responsive and dynamic information services, anticipating and planning for future needs, developing service standards that ensure quality, and developing flexible policies for the organization. The incumbent is also responsible for the administration and management of the Client Services Division in the MacKinnie (main) Library which includes Access Services (circulation, document delivery, shelving, reserve reading room), Library Research Services (Information Commons, reference function, library instruction function, liaison librarian function). The division has 13 academic librarians and 69 support staff.

This position is a member of the Information Resources management team. The library is one of the major units forming Information Resources, a recently established grouping of Information service units that includes the Library, the Image Centre, the Nickle Arts Museum, the University Archives and the University Press.

Required Qualifications: MLS or equivalent degree from an ALA-accredited program. Successful experience in exercising progressively more demanding leadership and administrative responsibilities in an academic or research library. Broad knowledge of and experience in the delivery of client services in a research environment. Demonstrated ability to advance innovative programs in response to a fast-paced information and service environment. Ability to work collaboratively in a range of situations. Strong leadership, analytical, communication, delegation and advocacy skills. Commitment to scholarship, professional development and professional involvement.

For applicants who want to mail applications, please direct your application to the appropriate contact at the University of Calgary, 2500 University Dr. N.W., Calgary, AB T2N 1N4

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity. For all career opportunities at the University of Calgary, please see www.ucalgary.ca/HR/

On the edge and leading the way.

The University of Calgary is a modern university that builds a spirit of discovery and inquiry while delivering a dynamic life and quality learning experience.

Desired Qualifications: Broad understanding of trends and issues in post-secondary institutions and their implications on academic libraries. Broad understanding of trends in academic libraries.

This is a full-time, tenure-track academic position. The administrative term as Assistant Director is a five-year appointment renewable upon review. The salary range is \$49,000 - \$76,000. A stipend range of \$4,940 - \$6,175 applies to this position.

HEAD, INFORMATION COMMONS

The University of Calgary Library has recently opened an Information Commons which is the focal point for public service in the main library. The Information Commons, North America's leading edge facility, combines 240 full productivity workstations, a 50-seat information literacy classroom, library reference, maps, data and document delivery services and expert assistance from library and computing staff.

The University of Calgary Library seeks a dynamic, client-oriented, flexible individual to lead and coordinate services as Head, Information Commons.

Reporting to the Assistant Director, Client Services, the incumbent is responsible for the management of the Information Commons facility and the coordination of staffing and service delivery. The incumbent is expected to collaborate with all constituents of the Information Commons to deliver quality service and ensure smooth facility operation.

Duties and Responsibilities: Oversees reference and productivity software assistance services delivered through the main Information Commons Service Desk. Manages library staff assigned to the Information Commons. Works with appropriate managers of other units to coordinate the assignments of all staff on the Information Commons Service Desk. Coordinates hours and services through the Information Commons Operations Committee. Maintains awareness of and responds appropriately to client service needs. Oversees maintenance and upgrading of the facility. Prepares and monitors operating budgets. Monitors usage patterns and recommends changes. Develops promotional materials. Participates in the Client Services management team.

Required Qualifications: MLS or equivalent degree from an ALA-accredited program. Significant experience in an academic or research library. Experience in the delivery of public services and in project management in a collaborative environment. Strong interpersonal and communication skills, along with proven supervisory and administrative skills. The ability to participate within a collaborative and cooperative work environment. Familiarity with emerging trends in public services, reference, information resources and technologies and the ability to identify and implement appropriate changes within a dynamic and fast-paced environment. Commitment to scholarship, growth and professional involvement.

Desired Qualifications: Knowledge of trends in the post-secondary environment of importance to academic libraries and information technology units.

This is a full-time tenure-track academic position. The salary range is \$43,000 - \$76,000.

The deadline for applications for the Assistant Director, Client Services and the Head, Information Commons is **May 15, 2000**. Please submit a letter of application addressing background and experience relevant to the position, a résumé, and the names, addresses, telephone numbers and email addresses of three current professional references to: **Yvonne Hinks**, Associate Director, Information Resources, Ph: (403) 220-3767 Fax: (403) 282-1218 Email: hinks@ucalgary.ca

INDUSTRIAL DESIGN

The Faculty of Environmental Design invites applications for a full-time, tenure-track position in Industrial Design. The appointment will be made at the rank of assistant or associate professor, commensurate with qualifications and experience.

The Faculty offers a Masters of Environmental Design (Industrial Design) as a first professional degree in an interdisciplinary teaching environment that emphasizes a cooperative collegial approach to research, scholarship, and intervention. As well as a degree in Industrial Design, the Faculty offers masters degree programs in environmental design, environmental science, planning, and architecture and a doctoral program. The Faculty has a study abroad program in Barcelona as well as CIDA-funded projects in Thailand and Ecuador.

In the Industrial Design program, research and scholarly emphasis is focused on management, ergonomics and sustainability for industrial design in a increasingly digital environment. These interests reflect the faculty efforts directed towards environmental management, sustainability and impact assessment among others.

The preferred candidate will have demonstrated strength as a designer with particular emphasis on manufacturing and digital technologies as they apply to Industrial Design and an ability to incorporate critical knowledge of contemporary design theory and practice in those areas in teaching. In addition, the candidate will demonstrate proven team project leadership ability including the desire to work cooperatively with a diversity of people in a variety of situations. Previous teaching experience is an asset but not a requirement.

The successful applicant will provide and maintain leadership, personally and professionally, in the delivery of instruction in industrial design studios and in computer-aided design courses and laboratories. S/he will also contribute to other faculty instruction including the supervision of master's degree projects and directed studies. S/he will be expected to engage in research and/or creative activity related to her/his area of expertise. It is expected that, as a minimum, the successful candidate will hold a master's degree.

Applications, including a current curriculum vitae and the names and addresses of three referees should be forwarded to: **Chair, Industrial Design Search Committee, Faculty of Environmental Design, University of Calgary** Fax: (403) 284-4608 or Email: johnstone@ucalgary.ca Applicants should be prepared to submit a portfolio upon request. The deadline for applications is **May 15, 2000**.

www.ucalgary.ca

CAREERS CARRIÈRES

ed watersheds and which may include hydrologic modeling. Applications, including a resume and the names and addresses of at least two referees, should be sent to the University of St. John, Dr. Yousou Alila, MEng, Head, Water Resources Management, Faculty of Engineering, University of British Columbia, 2045, 2424 Main Mall, Vancouver, BC, Canada V6T 2G3. E-mail: alila@engr.ubc.ca. The University of British Columbia hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply.

FRANÇAIS

UNIVERSITY OF ALBERTA — **École Saint-Jean.** Un poste de professeur(e) adjoint(e) en français dans les domaines de la langue, la grammaire et la syntaxe, et de la littérature et d'histoire de la littérature en français. La personne engagée devra posséder un doctorat pertinent au champ de spécialisation et un solide dossier de recherche et de publication. La personne engagée devra également être titulaire de la licence, participer aux visites et enseigner régulièrement au sein du programme d'études en français au sein du curriculum de français à la Faculté Saint-Jean, et démontrer des qualités de leadership ainsi qu'une capacité à travailler en équipe et à dans une cadre interdisciplinaire. Faculté de langues humaines et de littérature en français. La Faculté Saint-Jean a le plaisir de faire état de deux embauches francophones et anglophones dans des programmes de BA, BAA, (conjointement avec la Faculté d'art), BEd et BEd après diplôme, BSc et MSc. Conformément aux normes relatives à l'immigration au Canada, ce poste est réservé aux citoyens canadiens et aux résidents permanents. Si nous ne trouvons pas de candidats qualifiés, nous réservons le droit de ne pas embaucher. Les personnes étrangères et les résidents permanents (étrangers et étrangères) d'autres nationalités ne sont considérés. Un curriculum vitae détaillé, une publication et les noms de trois répondants doivent parvenir au plus tard le 30 avril 2000 à : Madame Claudette Tardif, doyenne, Faculté Saint-Jean, University of Alberta, 8405 100th Street, Edmonton, AB T6G 2E9. Tél: 782-4925. E-mail: ctardif@ualberta.ca.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and development of students in and laboratory-driven undergraduate and graduate programs to almost 16,000 students. Memorial provides a distinctive and stimulating environment for learning in St. John's, a very safe, friendly city with great facilities, a vibrant arts scene and an easy access to a wide range of cultural activities. Further information about the Graduate and the University may be found at <http://www.mun.ca>. Memorial University is committed to equity and diversity, this position is directed to Canadian citizens and permanent residents of Canada.

HISTORY

UNIVERSITY OF NEW BRUNSWICK, Fredericton Campus — **The Department of History** of the University of New Brunswick invites applications for a tenure-track position at the rank of Assistant Professor in twentieth-century U.S. History. Applications should be submitted by April 1, 2000. The successful candidate must have a PhD and show promise of excellence in teaching and scholarly research. While no research specializations are required, the successful candidate should have a strong commitment to research and undergraduate teaching in early modern European and American history. The successful candidate will be required to submit a curriculum vitae and three confidential letters of reference should be sent to: Dr. Gillian Thompson, Chair Department of History, University of New Brunswick, Fredericton, NB E3B 2M5. BEd and MEd degrees are required. Candidates should have a strong commitment to the immigration of the Canadian, or the study of the oceania and/or Canadian and the residential permanence. Si nous ne trouvons pas de candidats qualifiés, nous réservons le droit de ne pas embaucher. Les personnes étrangères et les résidents permanents (étrangers et étrangères) d'autres nationalités ne sont considérés. Un curriculum vitae détaillé, une publication et les noms de trois répondants doivent parvenir au plus tard le 30 avril 2000 à : Madame Claudette Tardif, doyenne, Faculté Saint-Jean, University of Alberta, 8405 100th Street, Edmonton, AB T6G 2E9. Tél: 782-4925. E-mail: ctardif@ualberta.ca.

INFORMATION STUDIES

UNIVERSITY OF TORONTO — **The Faculty of Information Studies**, University of Toronto, invites applications for a tenure-track position at the Assistant, Associate or Full Professor level. The Faculty, recently lauded by external reviewers as a top research department in the field of information studies, is seeking a highly qualified candidate to join its graduate and undergraduate programs in library and information studies. The successful candidate will be required to teach courses in library and information studies, and permanent residents. The University of New Brunswick is committed to the principle of employment equity.

Les devoirs reçus pour ce concours seront évalués selon les dispositions de la Loi d'accès à l'information et de la protection des renseignements personnels. Les devoirs reçus pour ce concours seront évalués selon la même. Nous serons engagés à faire équité en matière d'équité. Nous encourageons la diversité et encourageons les candidatures de toute personne qualifiée, femmes et hommes, y compris les personnes handicapées, les membres des minorités visibles et les autochtones.

FRENCH

UNIVERSITY TRENT — **Le Département d'études françaises** de la Faculté des lettres et Sciences humaines de l'Université de Trente offre une durée limitée (8 mois) au rang de professeur en joint, disponible à partir du 1er septembre 2000, sous réserve d'approbation budgétaire finale. Nous recherchons un candidat qui ait de l'expérience dans le domaine de l'enseignement et de la recherche dans le domaine des études françaises. Les devoirs reçus pour ce concours seront évalués selon les dispositions de la Loi d'accès à l'information et de la protection des renseignements personnels. Les devoirs reçus pour ce concours seront évalués selon la même. Nous serons engagés à faire équité en matière d'équité. Nous encourageons la diversité et encourageons les candidatures de toute personne qualifiée, femmes et hommes, y compris les personnes handicapées, les membres des minorités visibles et les autochtones.

GEOPGRAPHY

MCGILL UNIVERSITY invites applications to the Department of Geography, to be tenured at the rank of Associate or Full Professor. The successful candidate will be expected to teach in the department, and to maintain an active research program, including research productivity, and first-class faculty student interactions. The successful candidate will be well-positioned for the future with streams in literature, information systems, and library and information studies, and will have dynamic partnerships with the Knowledge Management Institute, the McLean Program in Culture and Technology, and other UBC-wide interdisciplinary collaborative programs. Recognizing the Faculty's commitment to excellence and innovation within a university-wide context, the preferred candidate will have research productivity and strong teaching competence in at least one of the following areas including but not restricted to: environmental and specialized computer information systems, digital libraries, information retrieval, information policy, resource description and bibliographic control, knowledge media, and computer intelligence. The successful applicant's research agenda will promote the Faculty's reputation as a leader in research and innovation in an environment research-intensive faculty in Information Studies. The candidate will be expected to teach required courses in at least one designated stream, may participate in team instruction

in one of these core courses, and will often act as a research supervisor. In addition to research and teaching duties, will include supervision of research at the Master's and Doctoral levels and service on faculty and University committees. The successful candidate will be a dynamic and committed individual who possesses a doctoral degree in environmental science, and has demonstrated a record of research and teaching in the field, and should have given evidence in, or the potential for, excellent research, effective teaching and success in obtaining research grants. Applications where research is a primary component may be considered in this instance. The position is directed to Canadian citizens and permanent residents of Canada.

KINESIOLOGY

THE UNIVERSITY OF WINDSOR invites applications for a tenure-track position at the rank of Assistant Professor in kinesiology. The University of Windsor is a comprehensive university with a strong tradition in research and teaching. Applications should be sent to: Dr. J. Weese, School of Human Kinetics, University of Windsor, Windsor, ON N9B 3P6. Tel: 519-253-3000, Ext. 2932, Fax: 519-973-7056; Email: jweese@uow.ca.

LAW

MCGILL UNIVERSITY, Faculty of Law, invites applications for a tenure-track position, to commence July 1, 2000. The successful candidate will be entitled to budgetary approval. The position, which is the newest in the University's associated law school in Canada, offers courses in civil law, common law, public law, comparative legal method, international law and legal theory, leading to a range of degrees, including the LLB, JD, LLM and PhD. Through its Institute of Comparative Law and Air and Space Law, the Faculty offers graduate programs in law in course concentrations in legal traditions and legal theory, human rights, cultural diversity, international business law, law and technology, technology and law, and air and space law.

The Faculty invites applications from applicants with research and teaching interests in all fields of public and private law, and from candidates with specialized needs in fields of corporate and commercial law. The successful candidate should possess a strong potential for, or a demonstrated record of excellence in teaching, research, and contribution to the administration and governance of the Faculty. An interest in international law would be a significant asset. Candidates may be required to demonstrate French and English, or French only. However, the Faculty expects that all successful candidates will be able to work in a bilingual environment, especially for the purposes of evaluating essays, examinations and our presentation of research. Salary is to be commensurate with experience and qualifications. McGill University is committed to equity in employment. The University encourages applications from all qualified candidates, regardless of gender, race, ethnicity, religion, sexual orientation, marital status, age, or physical, visible or cognitive disabilities, and will accommodate, in accordance with Canadian immigration regulations, the needs of individuals with disabilities. The successful candidate will be required to teach in the department, and to maintain an active research program, including research productivity, and first-class faculty student interactions. The successful candidate will be well-positioned for the future with streams in literature, information systems, and library and information studies, and will have dynamic partnerships with the Knowledge Management Institute, the McLean Program in Culture and Technology, and other UBC-wide interdisciplinary collaborative programs. Recognizing the Faculty's commitment to excellence and innovation within a university-wide context, the preferred candidate will have research productivity and strong teaching competence in at least one of the following areas including but not restricted to: environmental and specialized computer information systems, digital libraries, information retrieval, information policy, resource description and bibliographic control, knowledge media, and computer intelligence. The successful applicant's research agenda will promote the Faculty's reputation as a leader in research and innovation in an environment research-intensive faculty in Information Studies. The candidate will be expected to teach required courses in at least one designated stream, may participate in team instruction

UNIVERSITY OF WINDSOR — The Faculty of Law at the University of Windsor invites applications for three limited-term positions. Visit our web site for information: <http://www.uow.ca/faculty/law/>. or contact Professor Brian M. Walsh, Interim Dean, Faculty of Law, University of Windsor, Windsor, Ontario, N9B 3P6. Tel: 519 253 2300 Ext. 2590, Fax: 519 973 7064, Email: lawdean@uow.ca.

LIBRARIES

YORK UNIVERSITY — **Subject Specialist Librarian** Science Library, York University Libraries invites applications for the position of Subject Specialist Librarian. The position requires a strong background in science and technology, and a commitment to enhancing research and service resources and services to York University in the field of science. York University is the third largest university in Canada serving a population of approximately 30,000 students. An undergraduate degree in the physical sciences, mathematics or computer science, knowledge of science and technology print and electronic resources, high level computer literacy and familiarity with research methods and research applications, ability to provide instruction and support in teaching environments, as in personal service, effective communications skills, team skills, interest in library and university environments, research and ability to manage a diverse workload. Preferred: Masters degree in library and information science, and one year of experience as a reference librarian. York University offers extensive training and development opportunities for teaching and research. Applications, including a covering letter, a current curriculum vitae and three confidential letters of reference, should be sent to: Dr. Brian M. Walsh, Interim Dean, Faculty of Law, University of Windsor, Windsor, Ontario, N9B 3P6. Tel: 519 253 3000 Ext. 2590, Fax: 519 973 7064, Email: lawdean@uow.ca.

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Actions Speak Louder Than Words

By CHANDRAKANT P. SHAH

I USED to think systemic discrimination was out there somewhere but that it did not impact institutions of higher learning. I thought learned people were broad-minded and accepting of others as equals. I thought by definition the university means encompassing the universe, which is made up of diverse views, ideologies, epistemology and people.

How naïve I have been. My experience at the University of Toronto, probably with very few exceptions, could be generalized at many institutions of higher learning.

I am a neophyte in the area of systemic discrimination at the university even though I have been fighting against discrimination for the past quarter of the century. Most of my work has been in the area of aboriginal health and I have seen the ravages of colonialism, discrimination, dispossession and marginalization on the health of aborigines.

Canada's Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples who are non-Caucasian in race or non-white in colour," to include "Chinese, South Asians, Blacks, Arabs and West Asians, Filipinos, Southeast Asians, Latin Americans, Japanese, Koreans and Pacific Islanders."

In September 1986, many Canadian universities, including the University of Toronto, became signatories to the Federal Contractors Program, which allows the university to bid on federal contracts over \$200,000. In becoming participants, the universities certified their commitment to implement employment equity in accordance with 11 criteria. Criterion #6 clearly states the university must comply by "establishment of goals and timetables for the hiring, training and promotion of the designated group employees."

Four years later, in response to student unrest, the U of T appointed presidential advisors on ethno-cultural groups and visible minorities who issued a report in December 1990. U of T President Robert Prichard responded to the report in addressing the governing council:

"At the last meeting of the governing council I spoke of my convictions that we must ask ourselves what steps we can take to respond more fully to the changing cultural, racial and linguistic diversity of Toronto and our province. The community around us has changed faster than we have changed ourselves. It remains clear to me that we have some catching up to do."

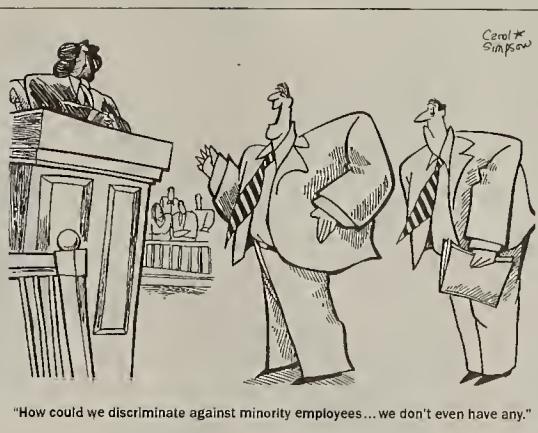
In response to the report's recommendation on faculty recruitment, the U of T governing council approved an employment equity policy in March 1991. It stated: "While remaining alert and sensitive to the issue of fair and equitable treatment for all, the university has a special concern with the participation and advancement of members of four designated groups that have traditionally been disadvantaged in employment: women, visible minorities, aboriginal peoples and persons with disabilities."

The policy further stipulated a commitment to employment equity meant the university would:

- Endeavour to ensure that university policies and practices do not have an adverse impact on the participation and advancement of designated group members;
- Set goals consistent with this policy, and timetables and plans for achieving them;
- Implement programs to facilitate the participation and advancement of designated groups; and
- Make reasonable accommodation for differences related to designated group membership.

Further, it added the university would "maintain open communication on this policy and on the results of employment equity initiatives, by reporting annually to the university community."

The governing council had clearly enunciated the employment equity policy with regard to setting goals and timetables in achieving them. But since the affirmation of the policy in 1991 the following bleak picture has emerged for the percentage of visible minorities in tenure stream faculty — 9.7 per cent (1990/91); 6.7 per cent (1992/93); 8.8 per cent (1996/97); and 8.7 per cent (1998/99).



L'embauche des minorités visibles au sein du corps professoral n'a pas fait beaucoup de progrès. L'article ci-contre relate les étapes suivies par l'Université de Toronto pour se conformer à l'égalité en matière d'emploi. Dans la foulée d'un rapport rendu public en décembre 1990 par un comité du recteur sur les groupes ethnoculturels et les minorités visibles, celui-ci a admis qu'il y avait du rattrapage à faire pour répondre à l'évolution rapide du paysage culturel, racial et linguistique. Le conseil d'administration a alors approuvé en 1991 une politique d'équité en matière d'emploi pour donner suite aux recommandations du comité sur l'embauche des professeurs. Cependant, malgré la mise en œuvre de cette politique, la composition du corps professoral permanent ou en voie de devenir ne s'est presque pas modifiée entre 1991 et 1999. En dépit des bonnes intentions, elles ne sont pas suffisantes.

It appears that in spite of our good intentions, we have not made any gains in increasing the visible minority composition of our tenured and tenured stream faculty.

The university's employment equity reports over the intervening years reveal a consistent comment, namely, "... it is worth noting, however, that especially with respect to visible minority faculty the change is slow (and the 'face' is still very different from the 'face' of our students)."

In 1999, the university again reiterated its goal: "The University of Toronto should continue and develop its policy of seeking to ensure that the proportion of members of underrepresented groups who are hired as faculty members reflects their representation in the applicant pool."

Despite these words, the reality of change is difficult to achieve.

My own department of public health provides a case in point of the difficulties. We were concerned about issues related to ethno-racial diversity in our strategic planning. The department chair set up a task force to address ethno-racial diversity within the department. One of the recommendations of the task force was that the department should have at least 15 per cent of its staff as visible minority based on census data and the American Psychological Association's 1990 recommendation, "Toward Ethnic Diversification in Psychology Education and Training," which suggests at least 15 per cent of faculty must be from visible minorities to maintain a minimal critical mass.

Critical mass is understood to refer to reducing the potential for minority colleagues to feel isolated or marginalized. It was not meant to be feelings of affinity based on specific racial or cultural heritage, but an unspoken sharing of common experiences related to being a visible minority in a dominant white society. In this context, it is not simply the experiences themselves, but the social relations, within which these experiences are formed, that are germane.

During this period the provost assured me he was in the process of hiring a provostial advisor on proactive recruitment and developing guidelines on hiring visible minorities.

In September 1999, the university announced its intent to hire at least 100 professors every year for the next five years. Later in the same year, Canada's prime minister announced the 2000 Millennium Research Chairs of which we assumed at least 200 to 250 would be allocated to the University of Toronto.

Because of the tenured nature of professorial jobs, those hired over the next five years will, by and large, define what our university would look like over the next 25 to 30 years. Diversity is not on the agenda. Many faculties and departments have had no plan to address this issue.

I was fortunate enough to bring together a number of professors, both white and persons of colour, who were concerned and sensitive about the issue. We met for the first time in November 1999. This group is composed of a dean, a chairman, and professors of all ranks from different faculties. This group legitimized the voice of a few isolated individuals in different faculties.

In January 2000, Dr. Tomislav Sloboda and I published a study that predicted how long (25 to 119 years) it would take to achieve an even modest increase of 15 per cent of the total faculty complement to be of visible minority background from the present 8.7 per cent, if we begin to hire new faculty members with 15 per cent of them being of visible minority background.

The model also indicated the impact of different policy options such as hiring of new recruits as visible minorities at 20 per cent and 30 per cent which in essence will reduce the time it will take to hit the 15 per cent mark. This model is a tool, which helps to make different choices. This study clearly indicates that "good intentions" are not enough.

How can we move beyond good intentions?

While reaffirmation of policies on employment equity is needed, we must make sure there is accountability from those who are required to implement policies. There should be a statement from the administration on: goals and timetable for hiring visible minority faculty; mechanisms for their advancement; mechanisms of accountability of the actions of administrators, principals, deans and chairs to achieve these goals and timetables; and, an additional resource devoted to achieving these policy objectives. The whole process should be transparent.

In summary, all institutions of higher learning have on their books, a policy on employment equity. However, we have not made any significant progress in hiring visible minorities at the faculty level. The time has come to act on our good intentions by establishing goals and timetables and developing an accountable and transparent process to show our true commitment to diversity. ■

Professor Chandrakant P. Shah is with the Department of Public Health Sciences at the University of Toronto.

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